DOCUMENT RESUME

ED 431 267 EC 307 246

TITLE	1999 Special Olympics World Games, North Carolina. School Enrichment Curriculum Resource Guide [and] Promotional Video.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1999-00-00
NOTE	198p.; Video not available from EDRS.
PUB TYPE	Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Athletes; *Attitudes toward Disabilities; Class Activities; *Consciousness Raising; Cultural Differences; *Curriculum; Elementary Secondary Education; Lesson Plans; *Mental Retardation; *Special Olympics; Units of Study; Videotape Recordings

ABSTRACT

This resource guide is a collection of activities and lessons that educators can use to promote the 1999 Special Olympics in North Carolina and to increase understanding and acceptance of individuals with mental retardation. Three basic themes are repeated throughout the guide: individuals with mental retardation are valued, contributing members of society; Special Olympics participants are athletes and should be recognized for their many and varied accomplishments; and international competition provides opportunities for everyone involved to share the Olympic sprit and transcend all boundaries of culture, geography, and nationality. The guide has four major divisions: elementary school lessons, middle school lessons, high school lessons, and special adapted lessons for students with unique needs. At the beginning of each section a brief description and a cross-reference chart is provided to help content area teachers select appropriate activities and lessons. Each lesson specifies what materials and equipment are needed to conduct the activities or lesson, and most lessons include extension activities that encourage further study. At the back of the manual is an appendix section that provides teachers and students with additional information about Special Olympics North Carolina. A 7-minute promotional videotape recording is also included. (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 267

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Brumback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1999 SPECIAL OLYMPICS WORLD GAMES NORTH CAROLINA

EC 307246

School Enrichment Curriculum Resource Guide

Public Schools of North Carolina . State Board of Education . Department of Public Instruction

BEST COPY AVAILABLE

Special Olympics -- Created by the Joseph P. Kennedy, Jr. Foundation, Authorized and Accredited by Special Olympics, Inc. for the Benefit of Persons with Mental Retardation.

SPECIAL OLYMPICS WORLD GAMES

January 1, 1999

Dear Educators:

In the summer of 1999 people from around the world will gather in North Carolina to experience the Special Olympics World Summer Games. Some will come as participants; others as coaches or family members; still others as volunteers and spectators. While their roles may be different, they all share a desire to be a part of a unique event demonstrating the splendor of the human spirit. When a happening such as this occurs so close to home it affords us, and especially our children, an opportunity for growth.

It is our great pleasure, therefore, to introduce you to the 1999 Special Olympics World Summer Games School Enrichment Curriculum Resource Guide. The guide is a tool that will help you lead your students to experience the full richness of the '99 Games. The lesson plans in this guide will touch your students in a variety of ways. They will inspire by showcasing the determination of Special Olympics athletes in sport and in life. They will instruct by bringing cultures and customs from around the world into your classrooms. They will transform by building lifelong bonds between people with and without mental retardation. Each lesson plan ties directly to North Carolina Standard Course of Study.

Without the significant support of personnel with the North Carolina Department of Public Instruction, teachers and other dedicated individuals this unique curriculum resource guide would not exist. We salute their enthusiasm, vision and dedication.

On behalf of the '99 Games and all Special Olympics athletes around the world, we thank you for using this guide. Your efforts to teach children about Special Olympics will give them a new understanding and respect for people with mental retardation. With your continued help, this effort will be highlighted with school children participating as spectators and volunteers when North Carolina hosts the world!

Sincerely,

LeRoy T. Walker

Dr. Leroy T. Walker
President, '99 Games

Michael E. Ward

Dr. Michael E. Ward
State Superintendent of Schools

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

SPONSORS

The '99 Games would like to thank the following organizations for their generous contributions to the School Enrichment Program. Their funding made it possible for us to develop this tool for taking the '99 Games experience to classrooms across North Carolina.

Mary Duke Biddle Foundation, The Blumenthal Foundation, The Brown F. Finch Foundation,

Seth Sprague Foundation, and the United States Department of Education

Platinum

Hanes

NationsBank

Coca-Cola

PHOENIX

AMF

Gold

GlaxoWellcome

LOWE'S

IGA

SAS Institute

CARQUEST AUTO PARTS

UPS

Kodak

ALLTEL

ORACLE

America Online

Midwest Trophy

ABB

Silver

Smith Helms Mullis & Moore, L.L.P.

RBLeW

PBM

AQHA

McDonald's

Bronze

Rex HealthCare
Arthur Andersen, LLP
Carolina Power & Light
Kerr Drug
Capital Area Soccer League
OFC, Inc.
Interim Career Consulting
Jefferson Pilot Financial
Parker Lincoln Commercial Realty
Johnston, Zabor & Associates, Inc.
M&M/Mars
Royal & SunAlliance
Cisco Systems, Inc.
Midway Airlines
Springs Industries

Patron

Alphanumeric Systems, Inc.
Knights of Columbus
Modern Office Mechanics
Duke Energy
Carolina Panthers Radio Network
Civitan -- North Carolina
Greater Raleigh Convention & Visitors Bureau

Associate

International Business Machines
Storr Office Environments

Supporter

Grubb & Ellis/Vector Properties • Maupin Travel, Inc. • York Properties • Epcor Business Centers • Mindspring • Sprint • Media, Research, Planning & Placement, Inc. • GE Capital Mortgage • Country Home Bakers, Inc. • Design Nation • Kaiser Permanente

Major Contributors

A.J. Fletcher Foundation • American Red Cross • Arena Football League • Cannon Foundation • Cessna Aircraft Corporation • Chapel Hill/Orange County Convention & Visitors Bureau • Department of the Army • Duke University • Durham Convention & Visitors Bureau • The Herald Sun • Meredith College • NC State University • The News & Observer • Saint Augustine's College • State of North Carolina • Time, Inc. • The University of North Carolina at Chapel Hill • Z. Smith Reynolds Foundation

This document was developed with support from The United States Department of Education, Office of Special Education and Rehabilitation Services, Office of Special Programs. The points of view expressed in this publication do not necessarily reflect the position or policy of the U.S. Department of Education.

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

The 1999 Special Olympics World Games School Enrichment Curriculum Resource Guide was developed by North Carolina teachers for use by other teachers across the state. Many people contributed their valuable time and energy to the creation of the guide, and we gratefully acknowledge the following individuals for their contribution:

School Enrichment Program Development Committee

Freda Lee, N C Department of Public Instruction
Cathy Edlund, Durham County Schools
Melanie Ferlito, 1999 Special Olympics World Summer Games
Crystal Freeman, Clinton City Schools
Jeanne Haney, N C Department of Public Instruction
Tracy Serviss, Wake County Schools

Chris Alberti	Teacher, Wake County Schools
Sonia Armstrong	Teacher, Wake County Schools
Dr. Nellie Aspel	Principal, Shelby City Schools
Jennifer Beahm	Student, UNC-Chapel Hill
Doris Bennett	Teacher, Robeson County Schools
Russ Blackburn	Graphics Co-op, North Carolina Department of Public Instruction
Marion Bunn	Teacher, Craven County Schools
Sheila Carter	Staff, Buncombe County Schools
Dr. William Donny	Retired Professor, Columbia, South Carolina
Tray Dubrey	Volunteer, National Civilian Community Corps
Carla Edgerton	Teacher, Tammy Lynn Center
Jane Ferrell	Staff, North Carolina Department of Public Instruction
Keith Fishburne	Special Olympics North Carolina
Cordelia Frye	Teacher, Cumberland County Schools
Cynthia Gilmore	Teacher, Asheville City Schools
Laura Greene	Graphic Artist, North Carolina Department of Public Instruction
Susan Guy	Teacher, Cumberland County Schools
Margo Harber	Teacher, Tammy Lynn Center
Sue Harkrader	Teacher, Davidson County Schools
Audrey Heining-Boynton	Professor, UNC-Chapel Hill
Harriette Hiatt	Consultant, North Carolina Department of Public Instruction
Katherine Howard	Volunteer, National Civilian Community Corps
Vanessa Jeter	Section Chief, North Carolina Department of Public Instruction
Diana Jones	Teacher, Hertford County Schools
Amy Johnson	Special Olympics North Carolina
Carole Johnson	Volunteer, 1999 Special Olympics World Summer Games
Martha Johnson	Teacher, NorCarr
Leeann Kirby	Teacher, Mount Airy City Schools
Chiho Kivozuka	Student, UNC-Chapel Hill
Anastacia Kohl	Student, UNC-Chapel Hill
Kathy MacKinnon	Student, UNC-Chapel Hill
Cindy McCracken	Volunteer, 1999 Special Olympics World Summer Games
Carolyn McDougal	Teacher, Robeson County Schools

ACKNOWLEDGEMENTS

Brenda Mangum	Typesetter, North Carolina Department of Public Instruction
Linda Meads	Teacher, Craven County Schools
Anne Miller	Graphic Artist, North Carolina Department of Public Instruction
David Mills	Section Chief, North Carolina Department of Public Instruction
Tony Mitchell	Section Chief, North Carolina Department of Public Instruction
Noran Moffett	Teacher, Robeson County Schools
Theresa Nagel-Hamm	Teacher, Tammy Lynn Center
Carlos Perera	Student, UNC-Chapel Hill
Ann Prost	Student, UNC-Chapel Hill
Mary Sheridan	Teacher, Wake County Schools
Tim Shriver	Special Olympics, Inc.
Sandra Skipwith-Hicks	Teacher, Warren County Schools
Marianella Smith	Teacher, Winston Salem/Forsyth County Schools
Molly Smith	Volunteer, National Civilian Community Corps
Rachel Smith	Teacher, Moore County Schools
Inette Smith-Brothers	Teacher, Robeson County Schools
Deanna St. John	Teacher, Durham County Schools
Rhonda Stroud	Teacher, Onslow County Schools
Margaret Thomas	Teacher, Harnett County Schools
Catherine Travelute	Student, UNC-Chapel Hill
Susan Tucker	Teacher, Onslow County Schools
Gail Vaughn	Volunteer, 1999 Special Olympics World Summer Games
Kathleen Vaughn	Student, UNC-Chapel Hill
Jennifer Venecia	Teacher, Horizons Residential Center
Lauren Vesilind	Student, UNC-Chapel Hill
Lori Ward	Student, UNC-Chapel Hill
Kathryn Weiskircher	Teacher, Currituck County Schools
Judy Williams	Teacher, Clinton City Schools
Phyllis Williams	Teacher, Onslow County Schools
Vivian Williams	Teacher, Wayne County Schools
Wanda Williams	Consultant, North Carolina Department of Public Instruction
Piper Yates	Teacher, Winston Salem/Forsyth Schools

Special thanks to:

Dr. Michael Ward, State Superintendent of Schools,
Dr. Henry Johnson, Associate Superintendent Instructional and Accountability Services,
Lowell Harris, Director Exceptional Children,
Kay Williams, Director of Communications and Information,
North Carolina Department of Public Instruction,
Special Olympics, Inc.,
Special Olympics North Carolina,
1996 Centennial Olympics Games Organizing Committee,
and the 1995 Special Olympics World Summer Games Organizing Committee
for their interest and support in the development, dissemination and use of this guide.

INTRODUCTION

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

LET'S GET STARTED!!

January 1, 1999

Dear Educators:

The *School Enrichment Curriculum Resource Guide* is a collection of activities and lessons that classroom teachers can use to promote the '99 Games and to increase understanding and acceptance of individuals with mental retardation.

Three basic themes are repeated throughout the guide:

- Individuals with mental retardation are valued, contributing members of society;
- Special Olympics participants are athletes and should be recognized for their many and varied accomplishments; and
- International competition provides opportunities for everyone involved to share the *Spirit of Special Olympics*, which transcends all boundaries of culture, geography, nationality, political philosophy, gender, age, race and religion.

The *School Enrichment Curriculum Resource Guide* has four major divisions based on student age and ability. The divisions are elementary lessons, middle school lessons, high school lessons and special adapted lessons for students with unique needs. All lessons are written with the inclusive general education classroom setting being the ideal place to conduct the lesson. All of the lessons, however, can be taught in a variety of settings. Every effort has been made to provide suggestions for accommodations or modifications that would make it easier for a student with a disability to participate fully in the lessons. The special section of adapted lessons is for students who require extensive modifications and depend heavily on sensory stimulation for learning to occur.

A concerted attempt has been made to make the activities and lessons *teacher friendly* and to include all necessary student and teacher resources either as a part of the lesson or in the appendices. Some of the teacher resources are used with more than one lesson. Each lesson specifies what materials and equipment are needed to conduct the activity or lesson. *Icons* are used on all lesson plans to facilitate easier use by the teacher.

At the beginning of each section a *brief description* and *a cross-reference chart* is provided to help content area teachers select appropriate activities and lessons. Many of the lessons include competencies or skills from several content areas and only the primary content areas have been identified. Most lessons include extension or follow-up activities that encourage further study or reaching out to community resources. At the back of the manual is included an appendix section that provides teachers and students with additional information about Special Olympics North Carolina. This section has been included so classes can continue their involvement with Special Olympics long after the '99 Games are over.

We hope the curriculum material will be helpful in bringing about worldwide understanding and acceptance of individuals with mental retardation. Appreciation is expressed to all who will use the guide to enrich students' educational experiences.

Freda Lee
Commissioner, School Enrichment Program Committee

TABLE OF CONTENTS

Introduction

page	xv	30 Years of Heroes
pages	xvii - xviii	History of Special Olympics

Elementary Lessons

Kindergarten – Grade 2

page	5	Cross Reference Sheet
page	3	Table of Contents
pages	7-9	Getting Ready to Travel
pages	11-12	Hands Around the World
pages	13-14	Hola, Amigos!
pages	15-16	How Are We the Same? How Are We Different?
pages	17-18	Qualities of an Athlete
pages	19-20	Similarities and Differences
pages	21-23	Stars And Stripes
pages	25-28	We Need You!
pages	29-31	We All Have Obstacles to Overcome
pages	33-35	Writing an International Postcard

Grades 3– 5

page	5	Cross Reference Sheet
page	4	Table of Contents
pages	37-39	Accessibility in Your School
pages	41-42	All in the Family
pages	43-44	Bread, Bread, Bread
pages	45-46	How Are We All Different?
pages	47-50	Incredible Edibles
pages	51-52	Let Me Tell You About My Hometown
pages	53-54	Tennis, Anyone?
pages	55-61	What Time Is It?

Middle School Lessons

Grades 6-8

page	67	Cross Reference Sheet
page	65	Table of Contents
pages	69-72	Athlete Interviews
pages	73-75	Designing an International Database
pages	77-79	Friendly Comparisons
pages	81-82	Going for the Gold
pages	83-85	Introducing Special Olympics
pages	87-88	Teach Me How to Play!
pages	89-97	The Trip to North Carolina
pages	99-104	What a Country! Travel Brochure
pages	105-106	World Health Issues

TABLE OF CONTENTS

High School Lessons

Grades 9 – 12

page 111	Cross Reference Sheet
pages 109-110	Table of Contents
pages 113-114	Americans with Disabilities Act
pages 115-116	Barrier Awareness
pages 117-121	Be Our Guest
pages 123-124	Calculating Time
pages 125-126	Friends Near and Far
pages 127-128	Go Japan!
pages 129-130	Training for Success
pages 131-132	What is Mental Retardation?
pages 133-135	Understanding Mental Retardation
pages 137-138	What Is the Cost?

Special Adapted Lessons

Non-Grade Level Specific

page 141	Table of Contents
pages 143-149	A World of Color
pages 151-152	Edible Medals
pages 153-154	Hula Hoops and Beans
pages 155-156	Hunt for Sports
pages 157-158	Ready, Set, Pack!
pages 159-170	Sports Around the World

Teacher Resources

pages 173-176	Table of Contents
pages 177-221	Teacher Resources

Appendix

page 225	Table of Contents
pages 227-245	Appendix

30 YEARS OF HEROES

Special Olympics
North Carolina
Training for Life

You may have thought that Special Olympics was just a few days of games once or twice a year. But in reality, the training for athletic competition is just as important as the competition itself. Special Olympics involves individuals with mental retardation of all ages and ability levels—from people with low motor abilities to highly skilled athletes who can compete in a higher level of sports both in and out of Special Olympics. To accommodate this range of skill levels, Special Olympics offers a wide variety of year-round programs so athletes may choose those best suited to their abilities and interests.

When the Special Olympics "Flame of Hope" was ignited for the first time in 1968 at Soldier Field in Chicago, 1,000 children and adults with mental retardation from 26 states and Canada took part in sports competition in Olympic tradition. These were the first Special Olympics heroes. Now, 30 years later, more than a million Special Olympics athletes worldwide participate in year-round training, competition and leadership programs. More than 25,000 of these athletes train and compete in nearly all 100 North Carolina counties. We think these athletes represent the next generation of Special Olympics heroes.

Special Olympics is truly "training for life." While Special Olympics athletes train with competition as the focal point, they gain far more than the physical benefits of sports. Learning functional sports skills and rules is an excellent means of empowering athletes and enabling them to interact with the community. Sargent Shriver, Chairman of Special Olympics, Inc., emphasizes this point: "Day after day, while these athletes build muscle and sharpen motor skills, they also build self-confidence and develop social skills that will help them live a better life."

In recent years, the Special Olympics mission has expanded to include a vision that taps into the independence and self-confidence of people with mental retardation who have participated in Special Olympics. Special Olympics athletes do more than train and compete. Through Special Olympics Athlete Leadership Programs, they coach, officiate, serve on boards of directors and as Global Messengers engaging in public speaking to educate communities everywhere about the benefits of Special Olympics programs. They continue to surprise the world around them with their gifts and abilities.

As we celebrate 30 years after the creation of the Special Olympics movement, join us as we blast into the next generation of heroes, and honor the accomplishments of athletes, family members and volunteers who keep the vision of Eunice Kennedy Shriver very much alive, positively affecting lives around the globe. If you're not involved with Special Olympics, find out how you can be, and you, too, will know the joy of being a hero.

30 YEARS OF HEROES
Special Olympics

HISTORY OF SPECIAL OLYMPICS

Special Olympics, Inc. was established in December 1968 as a non-profit organization to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with mental retardation and to foster increased understanding and integration of people with mental retardation in the general community. But its history began in 1946 when the Kennedy family founded the Joseph P. Kennedy, Jr. Foundation to honor the memory of Joseph P. Kennedy, Jr., who was killed in World War II.

The foundation's mission was and is to learn how to prevent mental retardation and to improve society's treatment of people with mental retardation. In the 1950s, the Foundation developed a grant program to improve care for people with mental retardation; the schools and institutes that received these grants became models for humane and progressive treatment. Eunice and Sargent Shriver learned on a fact-finding tour of the United States, however, that people with mental retardation had the greatest unmet needs in all of the nation's health care delivery systems.

In 1963, Eunice Kennedy Shriver started a summer day camp for 100 local children and adults with mental retardation at her home in Rockville, Md. The program successfully demonstrated that people with mental retardation not only could participate in a wide variety of recreational experiences but also benefit from the experience. As a result, the foundation decided to support the development of similar programs across the United States. Between 1963 and 1968, the foundation awarded more than 80 small grants to public and private organizations in the United States and Canada to enable them to create and administer day camps for people with mental retardation in their communities.

President John F. Kennedy's creation of the President's Council for Physical Fitness and Sports, which administered physical fitness tests to children, and the Presidential Physical Fitness Award given to those who passed, spurred Eunice Kennedy Shriver to create similar evaluations and awards for children with mental retardation. Toward this goal, in 1965, the Foundation made a three-year grant to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) to fund research that would demonstrate that youth with mental retardation could participate in physical fitness programs and needed to do so. AAHPERD was charged with creating model programs and developing program materials. To be able to test the fitness skills of people with mental retardation, the Foundation then funded the adaptation of the President's Physical Fitness Test. Test participants could win three categories of awards, based on their achievement: Silver, Gold and Champ. The Foundation granted the Champ award, and AAHPERD administered the Gold and Silver awards.

As the Foundation and AAHPERD awards program was getting under way, Mrs. Shriver conceived of an event that would bring together trained athletes with mental retardation to compete in Olympic sports. In January 1968, representatives of the Chicago Park District, which since 1964 had sponsored successful day camp programs that were funded by the foundation, submitted a grant proposal for a local event to be held in one of Chicago's parks. Mrs. Shriver invited the representatives of the Chicago Park District to Washington, D.C., to applaud their proposal and present her idea for an international competition to be called "Special Olympics." The Foundation then awarded a grant to the Chicago Park District to plan and conduct the first Special Olympics games with help from the Foundation and experts who had developed the program.

HISTORY OF SPECIAL OLYMPICS

The first international Special Olympics Games began on July 20, 1968, at Soldier Field in Chicago, co-sponsored by the Kennedy Foundation and the Chicago Park District. A thousand athletes from 26 states and Canada participated in track and field, floor hockey and swimming events.

The success of the first International Special Olympics Games led to the establishment of the non-profit corporation Special Olympics, Inc. in December 1968, and the subsequent creation of Special Olympics chapters in all 50 United States, the District of Columbia, U.S. territories and more than 150 other countries.

ELEMENTARY LESSONS

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

Elementary Lessons - Kindergarten through Grade 2

- Cross Reference Sheet page 5
- Getting Ready to Travel! pages 7-9
  This lesson will give students an idea of the preparations necessary for an athlete to attend the 1999 Special Olympics World Summer Games in North Carolina.
- Hands Around the World pages 11-12
  This lesson will give students an understanding of the importance of the use of hands, for any athlete, when participating in most sports.
- Hola, Amigos! pages 13-14
  This lesson will increase students' awareness of the various languages spoken by athletes traveling to North Carolina to compete in the '99 Games.
- How Are We The Same? How Are We Different? pages 15-16
  This lesson will increase students' awareness of the similarities and the differences between Special Olympics athletes and non-Special Olympics athletes.
- Qualities of an Athlete pages 17-18
  This lesson will identify some of the ways Special Olympics promotes good sportsmanship.
- Similarities and Differences pages 19-20
  This lesson will show students there are more similarities than differences between Special Olympics athletes and non-Special Olympics athletes.
- Stars and Stripes pages 21-23
  This lesson will familiarize students with some of the countries competing in the '99 Games.
- We Need You! pages 25-28
  This lesson gives students an understanding of the importance of volunteers to the '99 Games and to the community at large.
- We All Have Obstacles to Overcome pages 29-31
  This lesson will introduce students to various physical disabilities and teach them how to be more sensitive to people with disabilities. Students will become more aware that people with disabilities can enjoy and excel in sports and athletic competitions.
- Writing an International Postcard pages 34-35
  This lesson will give students an understanding of the country their town will be hosting as part of the Host Town Program of the '99 Games.

TABLE OF CONTENTS

Elementary Lessons Grades 3 - 5

- Cross Reference Sheet page 5
- Accessibility in Your School pages 37-39
  This lesson will give students an awareness of the obstacles that athletes with physical impairments could come into contact within their community.
- All in the Family pages 41-42
  This lesson will give students an introduction to different forms of mental retardation and show them how they can feel more comfortable interacting with people with disabilities.
- Bread, Bread, Bread pages 43-44
  This lesson will give students an understanding of cultures and economies of countries that will be attending the '99 Games.
- How Are We All Different? pages 45-46
  This lesson will give students an awareness of the differences in all people and an introduction to what it feels like to be an outsider simply because one is different.
- Incredible Edibles pages 47-50
  This lesson will give students an understanding of the physical features of North Carolina and some of the countries that will be sending athletes to the '99 Games.
- Let Me Tell You About My Hometown pages 51-52
  This lesson will give students an opportunity to share information about their home town with Special Olympics athletes traveling to North Carolina to compete in the '99 Games.
- Tennis, Anyone? pages 53-54
  This lesson will introduce students to the 19 sports athletes will be competing in during the '99 Games.
- What Time Is It? pages 55-61
  This lesson will give students an understanding of how changing time zones could affect an athlete traveling to North Carolina to compete in the '99 Games.

CROSS REFERENCE CHART

Elementary Lessons Grades K-2	ART	COMMUNICATIONS	COMPUTER	DANCE	LANGUAGE ARTS	MATH	MUSIC	SCIENCE	SOCIAL STUDIES	WRITING
Getting Ready to Travel!		•								
Hands Around the World	•					•		•	•	
Hola, Amigos!		•								
How Are We The Same? How Are We Different?									•	
Qualities of an Athlete		•							•	•
Similarities and Differences	•		•		•	•	•	•	•	
Stars and Stripes	•								•	
We Need You!						•				
Writing an International Postcard	•		•		•	•			•	
We All Have Obstacles to Overcome		•		•		•		•	•	
Grades 3-5										
Accessibility in Your School						•				
All in the Family		•								
Bread, Bread, Bread		•							•	
How Are We All Different?		•				•				
Incredible Edibles									•	
Let Me Tell You About My Hometown										•
Tennis, Anyone?						•				
What Time Is It?						•				

GETTING READY TO TRAVEL!

Grade/ Level: K - 2

NC Standard Course of Study Competency Goal(s):

Math: Kindergarten: 1
Communication: 4: 4.3

Special Olympics Focus:

Students will become aware of some of the preparations that a Special Olympics athlete would need to go through in order to attend the 1999 Special Olympics World Summer Games.

Instructional Activity:

- Show the '99 Games Promotional Video to your class.
- Go over Teacher Resource #13 (Fast Facts About the '99 Games) and review facts of the Games (what, when, where, who, etc.) with the students. Explain to students that Special Olympics athletes will be coming from all over world and that the athletes will need to prepare for their trip.
- Ask the students if any of them has ever gone on a trip. Have them list some of the things they did (or their mother/father did) to get ready for the trip. List responses on the board/ chart.
- Note that this activity will concentrate on how Special Olympics athletes should pack a suitcase for a trip to the Triangle area for the '99 Games in late June.
- Give students a copy of Teacher Resource #3 (North Carolina map). Students should locate the Triangle area on the map. Give students the following information:
  - The trip is to the Triangle area.
  - The trip is in the summer.
  - The trip is 10 days long.
  - There will be sight-seeing trips.
  - There will be one meal at a nice (fancy) restaurant.
  - There will be swimming.
  - There will be sporting activities.
- The class should be divided into several small groups. Each group should be given a suitcase to pack. Each group should be given a stack of index cards with words describing clothing items, personal care items, and a lot of non-essential items (e.g. toaster, heavy winter coat, mittens etc.). As many cards as possible should be accompanied by pictures/symbols.
- After each group has packed their suitcase the contents should be discussed. Students can do additional activities with the contents of their suitcases such as:
  - Listing the initial consonant sound for each item in their suitcase
  - Dividing the items in the suitcase into categories
  - Writing sentences using the names of the items in the suitcase
  - Counting the number of items in the suitcase

GETTING READY TO TRAVEL!

Grade/ Level: K - 2

- Write a story using as many item names as possible
- Do word problems based on items in the suitcase (e.g. If I had 2 shirts in my suitcase and packed 4 more, how many would I have?)
- Draw pictures of all items they will be putting in their suitcase - Student Resource # 1

Materials/ Equipment:

- Number of suitcases needed for groups
- Index cards with name of item and picture/symbol
- Teacher Resource # 3 (North Carolina map)
- Teacher Resource # 13 (Fast Facts About the '99 Games)
- Student Resource #1 (Let's Pack)

Modified Instructional Strategies:

- Small groups allow for cooperative learning. The use of pictures/symbols on the index cards will assist pre-readers.
- The activities following the packing of each suitcase can be modified based on student ability.

Extension or Follow-up Activities:

- Have students write a story about a trip they have taken.
- Have students make a list of items they would take if they visited the moon or went back in time to the dinosaur era.
- Have students list facts about the Triangle area.
- Have students interview someone who has visited a foreign country and list what they took with them on their trip.
- Have students locate their Host Town country on a world map.
- Talk with students about the climate differences between their hometown and their visiting country.

Use of Technology:

Students can use the Internet to learn more about the '99 Games by searching www.99games.com, www.specialolympics.org, www.specialolympics.com, and www.ncso.org.

Evaluation:

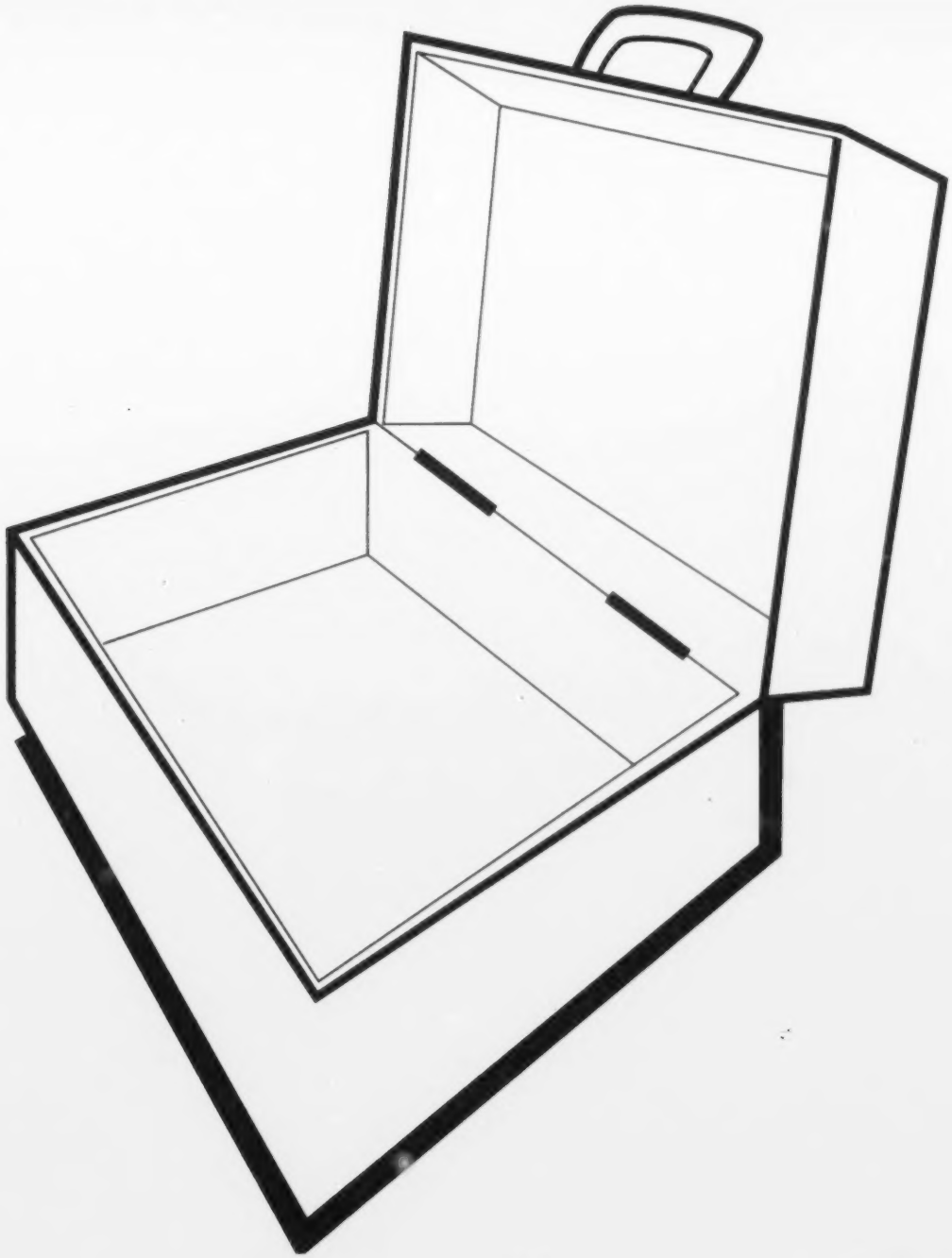
Teacher evaluation of suitcase contents. Teacher evaluation of activities following packing the suitcase:

How many initial consonants did students get correct?
How many word problems were correct?
How many items were correctly categorized?
How many sentences did the student write?
How many words were used in the story?

20

LET'S PACK

STUDENT RESOURCE #1



21

HANDS AROUND THE WORLD

Grade/ Level: K - 2

NC Standard Course of Study Competency Goal(s):

Art: Kindergarten: 2nd Grade: 1.2
Social Studies: Kindergarten: 2.2; 1st Grade: 2.2
Science: 2nd grade: 2: 2.1
Math: Kindergarten:1: 1.7, 3: 3.1; 1st Grade: 3: 3.1

Special Olympics Focus:

To help students develop an understanding of the importance of the use of their hands when playing sports. You can be successful playing some sports even if you have a physical disability.

Instructional Activity:

- Use Teacher Resource #22 (List of 19 Sports). Go through each Special Olympics sport (explaining those sports to students if they are unfamiliar) having the students discuss the importance of using one's hands in each sport.
- Have the students brainstorm ways a sport could be modified if someone did not have the use of his/her hands/arms. Explain that some Special Olympics athletes have physical impairments as well as mental retardation.
- Have children look at their hands. Compare them with another child's. How are they the same? How are they different?
- Have students talk about other uses for their hands. (ex., eating, writing, etc.)
- Have students "finger-paint" with their forearms, no hands. Discuss what that felt like.
- Have students use finger-paints to make handprints. Discuss whether it was easier to paint with arms or hands.
- Have students trace around their hand prints with markers.
- Divide students in small groups and have them compare their hand prints focusing on size, shape, etc.

Materials/Equipment:

Tempera paint (white, yellow, red, blue) or finger-paints
White art paper
Markers
Newspaper for covering workspaces
Teacher Resource # 22 (List of 19 Sports)

Modified Instructional Strategies:

Peer tutors may help with mixing paints and tracing hands. The teacher can help students answer questions during group discussion.

HANDS AROUND THE WORLD

Grade/ Level: K - 2

Extension or Follow-up Activities:

- Have students investigate various occupations and how hands are used in these occupations.
- Have students make a friendship chain or welcome wreaths using their hand tracings and send the project to your town hall where it can be displayed to welcome your visiting Special Olympics delegation during the Host Town Program.
- Have students solve math problems using their hands for measuring the width of their hands, the length of their fingers, the lines on the palms of their hands.
- Have students write sentences using the word HAND or HANDS.
- Have students write a story about going through a day without being able to use their hands.
- Have students play a sport that has been modified so that it doesn't require the use of hands.
- Have students try to play a typical sport without using their hands.

Use of Technology:

Word processing can be used to write assignments in the extension section. Students can use the Internet to obtain additional information.

Evaluation:

Teacher observation of group discussion and individual participation
Teacher observation of completed hand prints and hand tracings

HOLA, AMIGOS!

Grade/ Level: K - 2

NC Standard of Study Competency Goal(s):

Communication: 4: 4.1, 4.2

Special Olympics Focus:

Students will increase their awareness of the various languages spoken by Special Olympics athletes who will be traveling to North Carolina to compete in the '99 Games.

Instructional Activity:

For this activity, the teacher will need to either choose a language in which they can speak a few common phrases or words or choose a country whose language may be researched to provide the teacher with a very basic understanding. It would be helpful for the teacher to complete Teacher Resource #4 (Foreign Language Resource Guide) before presenting the lesson.

- Using Teacher Resource #2 (List of Participating Countries) choose one of the countries that will be competing in the '99 Games. If a local town is participating in the Host Town Program, choose the country that will be visiting (see Teacher Resource # 11 - Host Town Matches). Show the students some pictures from the chosen country. Provide a few facts about the country. Help students locate the country on a map or globe. Explain what the '99 Games are and where and when they are being held.
- Identify a few words or phrases from a chosen country. Suggested words include girl, boy, hello, good-bye, name, dog, school, car, teacher, mother, father, sister and brother. See Teacher Resource # 7 (Let's Talk).
- Have the students pronounce the words or phrases. Give them a lot of freedom in this part of the activity to make guesses. Have them tell why they sounded the letter or word in a certain way. Hopefully, the students will apply some of their phonetic skills.
- Ask the students what they typically say or do when they meet someone new. Have them brainstorm at least three words or phrases that would be helpful to know (in the appropriate language) if they met a Special Olympics athlete from another country (e.g. Hello, My name is _____. What is your name? How are you? I am glad to meet you, etc.). Point out the importance of making someone from another country feel welcome and how hearing familiar phrases in their native language would assist in making them feel more comfortable during their visit to the United States.
- Have the students practice using the "greetings" in role-play situations.

HOLA, AMIGOS!

Grade/ Level: K - 2

Materials/ Equipment:

Map/globe
Pictures/books from chosen country
Chart Paper
Words/alphabet from chosen country
Teacher Resource #2 (List of Participating Countries)
Teacher Resource #4 (Foreign Language Resource Guide)
Teachers Resource # 7 (Let's Talk)
Teacher Resource # 11 (Host Town Matches)

Resources:

Class visitor from the chosen country
Teacher Resource #10 (Global Messenger Directory)

Modified Instructional Strategies:

- The number of words/phrases used can be decreased.
- The teacher can make pre-recordings of the words/phrases and have students repeat them.

Extension or Follow-up Activities:

- Have students write a journal entry about how it would feel to be in a country where they could not understand the language and no one could understand them.
- Have the students investigate other aspects of the chosen country (e.g. music, clothing, food, etc.).
- Have the students interview someone from the chosen country and present an oral report to the class.
- Invite a Special Olympics Global Messenger to speak to your class – see Teacher Resource # 10.
- Discuss the importance of language in connecting with and learning about people who are different (whether different because they are from a different country or different because they have mental retardation).

Use of Technology:

Use of the Internet to do additional research.

Evaluation:

Teacher evaluation of student participation in class focusing on understanding the importance of learning phrases and pronunciation of phrases.

HOW ARE WE THE SAME? HOW ARE WE DIFFERENT?

Grade/ Level: K-2

NC Standard Course of Study Competency Goal(s):

Social Studies: Kindergarten: 2: 2.2; 1st Grade: 2: 2.2

Special Olympics Focus:

This lesson will help the students learn more about Special Olympics athletes and how they are similar to and different from non-Special Olympics athletes.

Instructional Activity:

- The teacher will read the book, Leslie's Story, which is about a girl with mental retardation.
- The teacher will lead the class in a discussion about the similarities and differences between themselves and Leslie.
- The teacher will make a list of ways Leslie is like the students and a list of ways Leslie is different from the students based on student input. The teacher should help the students come to the conclusion that there are many more similarities than differences.
- The students will discuss some Special Olympics sports in which Leslie might participate. Refer to Teacher Resource # 22 (List of 19 Sports). Students will discuss Leslie's sport in more detail.

Materials/ Equipment:

Leslie's Story by Martha McNey
Teacher Resource #22 (List of 19 Sports)

Resources:

Athlete speaker- see Teacher Resource # 10 (Global Messenger Directory)

Modified Instructional Strategies:

Since this is a group discussion activity, all students should be able to participate if the teacher modifies questions and provides encouragement for participation. Augmentative communication devices can be used during discussion if needed.

Extension or Follow-up Activities:

- Have students interview someone who participates in Leslie's sport and either write a report or do an oral presentation.
- Students can read profiles of Special Olympics North Carolina athletes and talk about them as they did about "Leslie"- Teacher Resource # 14-#20 (Athlete Biographies).

HOW ARE WE THE SAME? HOW ARE WE DIFFERENT?

Grade/ Level: K-2

Use of Technology:

The Internet can be used for further investigation of Special Olympics sports for the extension activities by searching www.specialolympics.org or www.99games.com.

Evaluation:

Teacher will have question-and-answer session with class to ensure comprehension of story and understanding of concepts in the lesson.

QUALITIES OF AN ATHLETE

Grade/ Level: K - 2

NC Standard Course of Study Competency Goal(s):

Theater Arts: Kindergarten- Grade 2: 1.3
Communication: 1.2, 1.3, 4.1, 4.2, 4.3
Social Studies: Kindergarten: 1.1, 1.2; Grade 1: 1.1, 1.2, 1.3

Special Olympics Focus:

Students will identify ways Special Olympics promotes sportsmanship and then exhibit these qualities in small group activities.

Instructional Activity:

- Put a trophy or medal in a box and seal it before class begins.
- Pass the box around and allow each student to ask an investigative question that requires a Yes or No answer (e.g. Is it something you eat? Is it something you wear?). Continue the game until a student guesses the answer. The teacher may provide clues.
- Discuss with the students what someone would have to do to win a trophy or medal. Point out the qualities of a champion (e.g. sportsmanship, fair play, setting personal goals, perseverance, etc.).
- Have students share their experiences of winning awards. Ask them to discuss the sportsmanship characteristics they have that enabled them to win.
- Have students discuss how it feels to win. Discuss the appropriate behavior that should be exhibited upon winning or losing a competition or event.
- The teacher should provide a brief overview of Special Olympics emphasizing information related to '99 Games that will be held in North Carolina in 1999. The '99 Games Promotional Video can be used for this section if time allows; information about the '99 Games can also be given (see Teacher Resource # 13 - Fast Facts about the '99 Games).
- Discuss the Special Olympics Oath (Teacher Resource # 8 - the Special Olympics Oath). Help students analyze the oath based on the qualities of a good athlete.
- Divide the class into small groups. Have them role-play situations in which the good qualities of an athlete are demonstrated. Have them role-play situations in which an athlete did not demonstrate good qualities.
- After role-play, have students discuss the manner in which the role-play related to the Special Olympics oath and good sportsmanship.

QUALITIES OF AN ATHLETE

Grade/ Level: K - 2

Materials

Sealed box
Trophy/medal
Blackboard or chart
Teacher-made role play situations
Teacher Resource #13 (Fast Facts About the '99 Games)
Teacher Resource #8 (the Special Olympics Oath)
'99 Games Promotional Video

Resources:

Athlete speaker – Teacher Resource # 10 - Global Messenger Directory

Modified Instructional Strategies:

- Allow students to come to the front of the class and whisper their guess in the teacher's ear. The teacher can give hints as needed. Also, the box can be adapted to allow the students to reach in and feel the trophy/medal to assist with guessing.
- Provide additional assistance by cueing and modifying questions during class discussion.
- Discuss experiences of individuals in class who have competed in Special Olympics.
- For role-playing, assign skits and write down student parts.

Extension or Follow-up Activities:

- Students can select a famous athlete. The athlete's career should be researched. Students should look for examples of the qualities discussed in the lesson (both good and bad). An oral report may be given. This can be an individual or group assignment.
- Students can create a play showing the qualities discussed in the lesson.
- Students can interview a Special Olympics athlete to find out what qualities he/she possess that have helped them succeed and the types of positive experiences they have had through their involvement with Special Olympics.
- Students can write a story about an athlete who was not a good sport.
- Students can design a medal or trophy for a targeted sports competition.

Use of Technology:

Students can use the Internet for research.

Evaluation:

Teacher observation of students during discussion and student participation during role-play.

SIMILARITIES & DIFFERENCES

Grade/ Level: K -2

NC Standard Course of Study Competency Goal(s):

Math: Kindergarten: 5.4; 1st Grade: 6.2, 1.15; 2nd Grade: 1.10, 6.1, 6.2, 6.3, 6.4
Science: Kindergarten: 2.1; 1st Grade: 2.1; 2nd Grade: 2.1
Social Studies: Kindergarten: 2.2; 1st Grade: 2.2; 2nd Grade: 2.2
Language Arts: Kindergarten-2nd Grade: 1.1, 1.2, 1.3
Music: Kindergarten-2nd Grade: 1.4
Art: Kindergarten-2nd Grade: 1.4
Computer: Kindergarten: 2.3; 1st Grade: 1.1, 2.3; 2nd Grade: 2.3, 2.5

Special Olympics Focus:

This lesson will compare Special Olympics athletes and other athletes and conclude that there are more similarities than differences between the two.

Instructional Activity:

- Look at apples. Have students list the similarities and differences in the apples as a group or in an individual journal.
- Talk about the whole apple, then cut into halves and quarters.
- Have the students taste, smell and touch the apples (using their senses).
- Have students compare the apples. Note: They can eat the apples with a caramel dip or the apples can be saved to bake an apple pie or make apple sauce later in the day.
- Ask if anyone in class is on a sports team. List on the board the different sports in which classmates compete.
- Watch the '99 Games Promotional Video.
- After watching the video, have students write down the similarities and differences of the athletes in their individual journals or on a storyboard.
- Students should read the Teacher Resource #14-#20 (Athlete Biographies) and look for similarities and differences among these Special Olympics North Carolina athletes.

Materials/ Equipment:

Apples: red, yellow, green
Knife
'99 Games Promotional Video
Song: "Everything is Beautiful"
Teacher Resource #14-#20 (Athlete Biographies)

Modified Instructional Strategies:

- Students can work in pairs to write journal entries.
- Students can do a journal entry using a language experience approach.

SIMILARITIES & DIFFERENCES

Grade/ Level: K -2

Extension or Follow-up Activities:

• Students will apply lesson of differences and similarities to themselves and classmates. Example questions:

- What color is your hair?
- What color are your eyes?
- Who is the tallest in the class?
- In what ways are the students in the class the same?
- In what ways are the students in the class different?

• Class Discussion: Does anyone have answers that match? Does anyone have a different answer? The conclusion should be that although no one is exactly the same, neither are we completely different. Students can graph their findings.

• Listen to the song "Everything is Beautiful". Discuss what the song means in comparison to the lesson.

Use of Technology:

Use word processing for writing journal articles. Use computer for making graphs used in extension activity.

Evaluation:

Teacher observation of students in discussions and journal entries.

STARS AND STRIPES

Grade/ Level: K -2

NC Standard Course of Study Competency Goal(s):

Art: Kindergarten-2nd Grade: 2.1, 2.2, 2.4, 3.1
Social Studies: 2nd Grade: 7.3, 8.1

Special Olympics Focus:

Students will become familiar with some of the countries participating in the '99 Games.

Instructional Activity:

- Provide the students with the names of the countries that will be participating in the '99 Games. Refer to Teacher Resource #2 (List of Participating Countries).
- Note that each country has a flag, including the United States. Have students describe the flag of the United States.
- Note that flags around the world have similarities and differences (e.g. moon crescent, cross, stripes, stars, rectangle shape, symbols, dates, etc.).
- Provide the students with pictures of flags from other countries. Use atlases, encyclopedias, books, etc.
- Have students categorize flags by the following:
  - flags with stripes (horizontal and vertical)
  - flags with stars
  - flags with a moon
  - flags with a cross
- After students have had time to look at and discuss the pictures of the flags, have them complete Student Resource # 1 - Flag Worksheet.

Materials/ Equipment:

Atlases
World map
Encyclopedias
Reference books on various countries
Crayons
Teacher Resource #2 (List of Participating Countries)
Student Resource #1 (Flag Worksheet)

Modified Instructional Strategies:

- Allow students to work in pairs when looking at maps and completing the Flag Worksheet.
- Modify class discussion and questions as needed.
- Modify worksheet to include only one or two flags.
- Limit number of countries/flags on which information is provided.

STARS AND STRIPES

Grade/ Level: K -2

Extension or Follow-up Activities:

- Have students find the countries discussed on a map or globe.
- Have students use art materials to make a flag from a chosen country.
- Have students construct a simple graph showing the number of flags in different categories (e.g. stripes, moon, stars, cross) and the country they represent.
- Have students design a new flag for the United States or for a country they create.

Use of Technology:

Have students use the Internet to research different countries' flags.
Use a drawing program to create flags.

Evaluation:

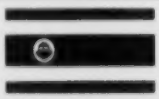
Teacher evaluation of completed student worksheets.

FLAG WORKSHEET

STUDENT RESOURCE #1

Find a flag that contains the required shape listed in each box below (see example flags). Draw and color it in the correct space. Write the name of the country it represents.

Country _____

Flag with stripes. 

Country _____

Flag with stars.

Country _____

Flag with a moon.

Country _____

Flag with a cross.

WE NEED YOU!

Grade/ Level: K-2

NC Standard Course of Study Competency Goal(s):

Math: 2nd Grade: 5.1, 5.5, 5.6, 5.7, 7.2, 7.3, 7.4, 7.5, 7.7

Special Olympics Focus:

This lesson will help students understand that volunteers are a critical part of the '99 Games and the community at large.

Instructional Activity:

- Ask students if they have volunteered to do a job in their home, school or community. Emphasize that a person volunteers to do a job because they enjoy the work, it helps their community or home, and it makes them feel good. Volunteers are not paid for their work. See Teacher Resource #1 (Volunteers are Important Because…).
- Discuss with students that the '99 Games will be the largest sporting event in the world in 1999 and the biggest international sporting event in North Carolina history. See Teacher Resource #13 (Fast Facts about the '99 Games).
- Explain the word volunteer. Discuss that 35,000 people will be needed to run the '99 Games. These people are called volunteers. They work with Special Olympics without being paid. They may work one day or many days, before, during and after the '99 Games. Without volunteers, Special Olympics could not exist.
- Discuss the different types of volunteer jobs available through Special Olympics (e.g. public relations, coaches, athlete escorts, fund-raising, etc.)
- Use Student Resource # 1 (Story Problem Cards).

Materials/ Equipment:

Student Resource #1	(Story Problem Cards)
Teacher Resource # 13	(Fast Facts About the '99 Games)
Teacher Resource # 1	(Volunteers are Important Because...)

Resources:

Special Olympics web-sites – www.specialolympics.org.
Volunteers from your community
You Don't Need Words! By Ruth Belov Gross

Teacher Resource #22	(List of 19 Sports)
Teacher Resources #14-#20	(Athlete Biographies)

Modified Instructional Strategies:

Modifications will vary according to grade level and student needs. Use numbers appropriate for your instructional level. Story problems may be read aloud to non-readers, or students may work in pairs, with non-readers paired with readers. Encourage the use of manipulatives if necessary.

WE NEED YOU!

Grade/ Level: K-2

Extension or Follow-up Activities:

- Have students brainstorm how they could volunteer for Special Olympics.
- Have students write a story or draw pictures of when they or their family participated in a volunteer activity.
- Have students do a school or community survey on volunteer jobs that are available. Suggest areas where volunteers could help the school or community.
- Develop a list of questions and have students interview a Special Olympics volunteer and report to the class on their findings.
- Each story problem features a sport that will take place during the '99 Games. Have students list all the sports in which athletes will compete during the Games. Develop a graph showing how many classmates have competed in the sports on the Special Olympics list. Use Teacher Resource #22 (List of 19 Sports).
- Each story problem features the icon for the sport it discusses. Explain that athletes are coming from many countries and will be speaking many languages. By using pictures, everyone can understand without using words. Draw examples of ways we communicate without using words (gestures, pantomime, sign language, facial expressions, signs, symbols, etc.).
- Have students read Athlete Biographies (Teacher Resources #14-#20) and talk about the Special Olympics athletes' volunteer experiences.

Use of Technology:

Students can use the Internet to access Special Olympics' web pages for further information on specific sports and athletes by searching www.specialolympics.org or www.99games.com. Students can use a word processor to create their own story problems, stories and pictures.

Evaluation:

Satisfactory completion of the story problems.

STORY PROBLEMS

STUDENT RESOURCE #1

Kay is the meet director for cycling. On June 30th, she will need 28 volunteers to check the athletes' bikes. Seventeen more volunteers are needed at the start and finish lines. How many volunteers will be needed for cycling on June 30th?

Answer:

The equestrian meet director is Louise. She needs volunteers to help run the July 2nd event. Seventy-five volunteers will be needed in all. Forty-six volunteers will score the riders while the others will take care of the horses. How many volunteers will be needed to take care of the horses?

Answer:

The swimming competition needs 12 volunteers to be timers during the swimming events. Sixteen volunteers will help athletes get to their lanes to swim. How many volunteers will be needed to assist with swimming?

Answer:

The relay races need 38 volunteers for the track and field relays that will begin at 2p.m. At 1:30 p.m. there are 29 volunteers have arrived to assist with the relay. How many more volunteers are coming?

Answer:

Tom needs 10 volunteers to help in the badminton competition. He will need four volunteers to keep score. The other volunteers will be judges. How many volunteers will be judges?

Answer:

STORY PROBLEMS

The gold medal game in basketball will need many volunteers. Eighty-six volunteers will be needed to help people find their seats. Sixteen more volunteers will help pass out programs. How many volunteers will be needed at the gold medal game?
Answer:

The bocce games on June 30th will need 10 volunteers to inspect the bocce courts before the games begin. Twenty volunteers will be judges during the games. How many volunteers will be needed for the bocce games on June 30th?
Answer:

David is the meet director for bowling. He needs 50 volunteers to run the bowling competition. Twenty-five of the volunteers will keep score. The other volunteers will help locate balls and assist athletes. How many volunteers will be needed to assist athletes and retrieve balls?
Answer:

In international sports competitions, soccer is called football. Forty-two referees and 28 scorekeepers are needed for games on July 2nd. How many volunteers are needed for football on July 2?
Answer:

The roller skating competition on July 3rd will need 38 volunteers. Fourteen volunteers will be judges. The rest will be timers. How many volunteers will be timers?
Answer:

Team handball will have 28 volunteers for the competition on June 29th. Fourteen volunteers will keep score. The rest will be judges. How many of the volunteers will be judges?
Answer:

38

WE ALL HAVE OBSTACLES TO OVERCOME

Grade/ Level: K - 2

NC Standard Course of Study Competency Goal(s):

Math: Kindergarten: 1.3, 4.4
1st Grade: 6.1, 6.2
2nd Grade: 3.1, 4.7, 6.1, 6.2, 7.2

Science: Kindergarten: 2.1, 2.4
1st Grade: 2.1, 2.3, 2.4, 2.5
2nd Grade: 2.1, 2.3, 2.5

Dance: Kindergarten-2nd Grade : 1.1

Social Studies: Kindergarten: 1.1, 2.2, 2.3
1st Grade: 1.1, 1.4, 2.2
2nd Grade: 2.1

Communication: Kindergarten-2nd Grade: Spelling, writing and language

Special Olympics Focus:

Students will be introduced to various physical disabilities and will learn cultural sensitivity in order to feel more comfortable with individuals with disabilities. Students will also learn that individuals with disabilities enjoy and excel in sports and athletic competitions.

*** Note that Special Olympics is for athletes with mental retardation and only 1% of Special Olympics athletes have a physical impairment in addition to mental retardation.**

Instructional Activity:

- The teacher should begin the lesson by asking questions such as:
  - Has anyone ever broken their leg or arm?
  - What did it feel like not to be able to do certain things?
  - Did other people or family members act differently around you?
  - How did you feel when the cast was finally taken off?
  - Who wears glasses?
  - Do you remember how it felt before you had your glasses?
  - What was different after you got your glasses? Could you see better? Were some things easier for you to do? Did anyone treat you differently?
- Explain that some people have disabilities (blindness, deafness, cerebral palsy, etc.). People with disabilities have the same feelings others have when they have a cast or need glasses but their disability can not be changed (although sometimes there are things that can help – wheelchair, hearing aid, etc.).
- Explain to the students that they are now going to have the opportunity to become more understanding of what it is like to have a disability. Use the following mock situations to help students experience various disabilities (these activities can be spread out over several days, or just two chosen by the teacher for use with the class or students can be divided into groups with each group participating in one of the situations):
  - Make a box with a hole in the side. Place common objects (one at a time) in the box. Students should use their sense of feel to try to identify the objects without looking in the box, Students can count the number they get correct or use a graph to chart the class results. This exercise will allow students to simulate a visual impairment.

WE ALL HAVE OBSTACLES TO OVERCOME

Grade/ Level: K - 2

- Have students fill their mouths with crackers and try to say tongue twisters clearly without spitting any of the crackers out. This exercise will allow students to simulate a speech impairment.
- Use Ace bandages to wrap students' arms (preferably the arm they use more frequently) to their chest. Then have them perform normal daily tasks (e.g. putting on socks, sharpening a pencil, coloring pictures). This exercise will allow students to simulate a physical disability.
- Use a yardstick and Ace bandage to immobilize students' favored leg. Then have students perform normal daily tasks (e.g. going up stairs, picking something up from the floor, etc.). This exercise will allow students to simulate a physical disability.
- Have students complete an obstacle course while sitting in a wheelchair. Have them time the wheelchair and measure the distance they can travel in a wheelchair in the designated time.
- Use modified sunglasses (Vaseline on lenses, cones on lenses, blacked out lenses, one lens blacked out) to have students experience a visual impairment. Have them try to read simple passages while wearing modified glasses. Have students estimate how many words they will get right. Have students make a chart showing how many words each student correctly read while wearing the different lenses. This exercise will allow students to simulate a visual impairment.
- Give the students a spelling test in a foreign language. This exercise will allow students to simulate a learning disability.

Follow each activity with class discussion about the students' experiences.

Have students write journal entries about their experience.

Materials/ Equipment:

Ace bandages
Yardstick
Wheelchair
Box with hole cut in the side
5 - 10 common objects that will fit in the box
Saltine crackers
Cones and other items for an obstacle course
Glasses (4 pairs) - can use cheap sunglasses
Vaseline
Small cones that will fit on the lenses of glasses
List of 10 words in a foreign language

WE ALL HAVE OBSTACLES TO OVERCOME

Grade/ Level: K - 2

Resources:

Special education teacher
Physical therapist
Speech -language pathologist
Occupational therapist
Teacher Resource #13 (Fast Facts About the '99 Games)

Modified Instructional Strategies:

- Instead of doing a journal entry, an oral presentation can be done.
- A picture can be drawn to demonstrate the students' experience.
- The number of articles used in the box activity (visual impairment) can be limited. The teacher can provide verbal hints.
- The obstacle course for the wheelchair can be made easier.

Extension or Follow-up Activities:

- Have the students play a group game (e.g. kickball) while exhibiting their "mock" disability. Supervise closely for safety. After the game is finished have the students discuss the experience. Lead into a discussion about the '99 Games. Use Teacher Resource #13 (Fast Facts about the '99 Games)
- Have students choose one of the disabilities and investigate it further. Discuss the Facts of Mental Retardation - Teacher Resource #9.
- Have students interview a person with a disability and write a report on the interview.
- Have the students make a feeling chart listing the emotions they experienced during the mock disability situations.
- Have the students design a game that people with a disability could easily play. Students could modify an existing game noting special equipment that would need to be used.

Use of Technology:

Uses of Internet to further investigate disabilities.

Evaluation:

Teacher evaluation of journal articles using writing rubric or teacher observation of discussion following activities.

WRITING AN INTERNATIONAL POSTCARD

Grade/Level: K - 2

NC Standard Course of Study Competency Goal(s):

Social Studies: Kindergarten: 8; 1st grade: 8; 2nd Grade: 8, 9
Language Arts: Kindergarten – 2nd: 3, 4
Art: Kindergarten-2nd Grade:1.2, 3
Math: Kindergarten: 5.4, 5.5; 1st Grade: 6.2; 2nd Grade: 6., 6.2
Computers – 1st Grade: 1.1., 2.4; 2nd Grade: 1.1, 2.6

Special Olympics Focus:

Students will learn details about the country their town is hosting through the Host Town Program for the '99 Games and will design postcards.

Instructional Activity:

- Read the book, Stringbean's Trip to the Shining Sea which is about a boy who took a trip with his brother and sent postcards back to his family.
- Tell students to listen for all the different places Stringbean found on his postcards.
- Have students use maps, atlases, etc. to investigate the country that their town is hosting during the '99 Games Host Town program. Refer to Teacher Resource Sheet # 11 (Host Town Matches). Find things to put on the postcard (like Stringbean did on his trip). Work in groups or as a class to find information on the country. Provide students with books about the country.
- Have students design a postcard about the visiting country using Student Resource # 1 (International Postcard). Have them draw, color and cut out pictures of interesting items about the country. A computer also could be used to generate graphics or print things from the Internet.
- Display the cards around a map of the guest country (this can be used as a hall display) or have the students mail the postcards to a visiting athlete.

Materials/ Equipment:

Stringbean's Trip to the Shining Sea by Lee B. Williams and Jennifer Williams
Atlases, maps, picture books of guest country
Magazines containing pictures that can be used for the postcards
News articles on guest country
Video or filmstrips on guest country
Teacher Resource Sheet #11 (Host Town Matches)
Student Resource # 1 (Create a Card)

Resources:

Internet by searching for more information about the visiting delegations' home country.
Teacher Resource #12 (Host Town Regional Managers)

WRITING AN INTERNATIONAL POSTCARD

Grade/Level: K - 2

Modified Instructional Strategies:

- Work in small groups to develop information about visiting country.
- Work in pairs to design postcards.
- Pre-design a postcard template or use postcards from the U.S. Post Office.
- Use the computer to design a postcard.

Extension or Follow-up Activities:

- Mail the postcards to the Special Olympics athletes from the guest country. See Teacher Resource #12 (Host Town Regional Managers) for mailing addresses of the Host Town Regional Manager who can mail the postcards to the visiting country.
- Design postcards about local town to mail to the Special Olympics athletes before they arrive in North Carolina.
- Follow and chart the progress of an athlete during the '99 Games.
- Research and do a report on the U.S. Post Office.
- Investigate the mail service in another country.
- Have students begin a stamp collection or begin a class stamp collection. Have students design a stamp for a selected country.

Use of Technology:

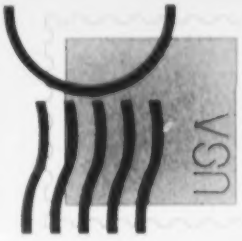
Use the Internet to find out information about the guest country.
Use the computer to design postcards using clip art.

Evaluation:

Teacher observation of follow-up discussion and experiences.
Teacher evaluation of written assignments in the extension section.
Teacher evaluation of completed postcards.
Have students write a short paragraph or list facts about the country their postcard represents.

INTERNATIONAL POSTCARD

STUDENT RESOURCE #1



44

ACCESSIBILITY IN YOUR SCHOOL

Grade/ Level: 3 - 5

NC Standard Course of Study Competency Goal(s):

Math: 3rd Grade: 5
4th Grade: 3, 4
5th Grade: 4

Special Olympics Focus:

The students will become aware of obstacles that athletes with physical impairments may come into contact with in your community or school.

*** Note that Special Olympics is for athletes with mental retardation and only 1% of Special Olympics athletes have a physical impairment in addition to mental retardation.**

Instructional Activity:

- Begin by discussing the concept of accessibility. The definition of accessibility is something that is easily approached, entered, or obtained.
- Have students relate times when they were in a non-accessible situation (e.g. too short to reach something, something was locked away, etc.). Point out the fact that new federal law requires buildings to be built so that everyone can have access.
- Have students take turns using a wheelchair.
- Discuss the difficulty they experienced in the wheelchair. List, on the board, the "obstacles" they encountered. Invite a student or adult who uses a wheelchair to visit with the class and share his/her experience with accessibility. Make list of his/her "obstacles" and compare lists.
- Provide students with a map of the school. The teacher will need to obtain this from the office. The evacuation plan diagram should be sufficient for this purpose.
- Have the students point out areas of the school that might pose obstacles for someone in a wheelchair. Have students point out areas that would be easily accessible.
- Divide students into groups. The smaller the groups the more effective this assignment will be. It is advised that one adult be assigned per group so volunteers may need to be recruited.
- Distribute to each group a copy of Student Resource # 1 (Student Questionnaire). Give each group an area of the school for which they are responsible (gym, cafeteria, administration offices, etc.). For this section of the activity, students should have rulers and tape measures. Have the students determine the accessibility of their school by measuring for accessibility whenever possible based on the wheelchair "model."
- Have the students meet back to discuss their findings after assessing the school for accessibility.

Materials/Equipment:

Wheelchair
Rulers/tape measures
Map of school
Student Resource #1 (Student Questionnaire)

ACCESSIBILITY IN YOUR SCHOOL

Grade/ Level: 3 - 5

Resources:

An individual who uses a wheelchair for mobility
City planner
Federal Register: Americans with Disabilities Act. (ADA) PL 101-336

Modified Instructional Strategies:

Students can work cooperatively in groups or pairs for the accessibility study.

Extension or Follow-up Activities:

- Let students write an accessibility report and invite the principal to the class to hear the findings.
- Let students write an article on their findings for the school newsletter.
- Allow students to interview someone who uses a wheelchair for mobility focusing on the obstacles they face on a daily basis.
- Let students make a list of 10 places in their community that are not handicapped accessible and 10 places that are handicap accessible.
- Students can call the Southeastern Disability Technology Center at (800) 872-2253 for more information about the ADA.

Use of Technology:

Students can use the Internet in the library to learn more information about accessibility issues and the ADA by searching www.sedbtac.org.

Evaluation:

Teacher evaluation of the results of the accessibility report and the students' measuring skills.

ACCESSIBILITY IN YOUR SCHOOL

STUDENT RESOURCE #1

Student Questionnaire

1. Are the doorways wide enough for wheelchairs?

2. Are all the bathrooms accessible?
   - large stalls
   - handrails
   - low sinks
   - tilted mirrors
   - paper towel dispensers of the type that someone with limited use of their hands could use, low enough for those in wheelchairs, etc.
   - toilet paper dispensers of the type that someone with limited use of their hands could use, reachable for all situations, etc.

3. Are all the water fountains wheelchair accessible?

4. Is the cafeteria accessible?
   - tables
   - lunch line

5. Are there handicap parking spaces? Is the school entrance accessible?

6. Is the library accessible?
   - book shelves
   - walkways
   - tables
   - computers

7. Are all levels of the school accessible? If needed, is there an elevator?

8. Is your school playground accessible?

9. Other questions assigned by teacher based on school situation?

ALL IN THE FAMILY

Grade/ Level: 3 - 5

NC Standard Course of Study Competency Goal(s):

Communication: 3.2, 4.1, 4.2, 4.3

Special Olympics Focus:

This lesson helps students to gain a better understanding of mental retardation and feel more comfortable interacting with those who have mental retardation.

Instructional Activity:

Read one of the following stories to the class:

- Making Room for Uncle Joe by Ada Litchfield.
  This story is about the arrival of an uncle with Down Syndrome. At first his presence is disruptive to his nieces and nephews. The children's views change as Uncle Joe becomes a part of the family.
- My Brother Matthew by Mary Thompson.
  This story is about the birth of a younger brother with mental retardation. The book discusses the upheaval in the family. As Matthew grows up, the brothers develop a special relationship.
- After reading one of the stories to the class, the teacher should lead a discussion using the following questions (Note: additional questions can be added based on which story is chosen):
  - How did the main characters initially feel about the introduction of a person with mental retardation into their family?
  - What were the initial problems?
  - What happened that caused things to change?
  - How would you feel if you had a relative (uncle, brother, sister) with mental retardation?
  - Do you have a friend with mental retardation?
  - Do you know someone with mental retardation?
  - Describe your friend and the things you like to do together.
  - How do you feel about being around someone with mental retardation?
- Have students do a journal entry on their feelings about the story that was read.
- Talk about what Special Olympics is and how you would feel if you were given the chance to volunteer. Discuss Special Olympics Language Guidelines found on Page 229 and discuss with your class Facts about Mental Retardation (Teacher Resource #9).
- Show the '99 Games Promotional Video.

Materials/ Equipment:

Making Room for Uncle Joe by Ada Litchfield
My Brother Matthew by Mary Thompson
'99 Games Promotional Video
Teacher Resources #9 (Facts About Mental Retardation)

ALL IN THE FAMILY

Grade/ Level: 3 - 5

Resources:

Athlete speaker see Teacher Resource #10 (Global Messenger Directory)

Modified Instructional Strategies:

- Students can draw a picture in place of a journal entry.
- Teacher can modify questions to ensure comprehension.
- Teacher can read the story twice to increase comprehension.

Extension or Follow-up Activities:

- Students can select a scene from the story and role-play/discuss how they would have handled the situation.
- Students can interview an exceptional teacher to find out how they can make students with mental retardation feel welcome and feel like everyone else in the school.
- Students can write their own creative story involving someone with mental retardation.
- Students can find another book in the library about a person with mental retardation (or a disability) and do a book report or oral presentation.
- Students can volunteer to be peer tutors for students with mental retardation.
- Students can write an article for their school newspaper and include information about how to include friends with mental retardation in their everyday activities.

Use of Technology:

Students can use the Internet to learn more about mental retardation and Special Olympics by searching www.specialolympics.org, www.99games.com, or www.ncso.org.
Word processing can be used for journal entries.

Evaluation:

Teacher evaluation of student participation in class discussion and use of writing rubric to evaluate journal entries.

BREAD, BREAD, BREAD

Grade/ Level: 3-5

NC Standard Course of Study Competency Goal(s):

Social Studies: 3rd Grade: 11
Communication: 1.3, 2.2.

Special Olympics Focus:

Students will become aware of the culture and economy of different countries with Special Olympics athletes traveling to the United States for the '99 Games.

Instructional Activity:

- Teachers should bring in different types of bread representative of cultures from around the world.
- Have students read to themselves the book Bread, Bread, Bread by Ann Morris and Lee Lothrop
- Talk about the different types of bread and in what countries they originate (e.g. Italian bread, Pita bread, French bread, unleavened bread, etc.) Note: also have some bread available from the United States so students can compare and contrast. Focus on countries that will be involved in the World Games – See Teacher Resource #2 (List of Participating Countries).
- Make a list of the breads and the countries they are from based on class discussion.
- Allow students to sample various types of bread representing other countries.
- Lead students in a discussion about the following:
  - The importance of bread as a food staple.
  - Where bread is on the food pyramid?
  - The importance of bread as a grain in an athlete's diet.
  - The importance of bread to the economy (e.g. grain farmers, bakers, grocery stores).
  - The importance of grain to a country (some countries import their grain).
- Have students write an essay about the type of bread they like the best and why or have students compare bread from another country with bread from the United States.

Materials/ Equipment:

Breads from other countries
Bread, Bread, Bread by Ann Morris and Lee Lothrop
Chart paper or a blackboard
Teacher Resource #2 (List of Participating Countries)

Resources:

Baker
A class visitor from another country

Modified Instructional Strategies:

Since this is a group discussion, the teacher can encourage participation and modify questioning techniques as needed to include all students. Instead of writing a journal entry, students can draw pictures.

50

BREAD, BREAD, BREAD

Grade/ Level: 3-5

Extension or Follow-up Activities:

- Students can research other cuisine from a country of their choice.
- Students can visit a bakery and write a report.
- A baker can visit the class to discuss his/her job.
- A grain farmer can visit the class to discuss his/her job.
- Students can make bread and bring samples to class and provide an oral presentation on the process.
- Students can invent a new type of bread and write a recipe for it.
- Students can research the daily requirement for bread and write a "menu" for a week that meets this requirement.
- Students can investigate the dietary importance of bread in various countries.
- Students can make a chart of other grains. Include the countries that produce and use those grains as a staple in their diet.
- Students can make a mural showing all the people involved in planting a seed of grain and follow the process through to ultimately placing the grain on your table for consumption.

Use of Technology:

Students can use the Internet for research and word processing for reports.

Evaluation:

Teacher evaluation of student essays using writing rubric.

HOW ARE WE ALL DIFFERENT?

Grade/ Level: 3 - 5

NC Standard Course of Study Competency Goal(s):

Math: 4th and 5th Grade: 6
Communication: 3rd Grade: 3.2; 4th Grade: 4.1

Special Olympics Focus:

This lesson will introduce students to the differences among people and show what it feels like to be treated differently. This lesson will show how Special Olympics athletes may feel when their differences from other athletes are pointed out.

Instructional Activity:

- Introduce the lesson by discussing the ways people are similar (we all laugh/smile when happy, we cry/feel down when sad). Discuss the ways people are different (e.g. different interests, hobbies, talents, hair color, etc.).
- Using the following questions, record the information on the board and totals:
  - What color is your hair?
  - What color are your eyes?
  - How many brothers/sisters do you have?
  - How many pets do you have?
  - How many places have you lived?

  Graph the information using a circle graph (for one question) or bar graph (for all the totals). Discuss the differences/similarities among the students in the class.
- While students are out of the room, divide the room in half with a rope. On one side of the room, write down several difficult to complete tasks and place the assignment on each students desk. On the opposite side of the room, place a game or fun/easy activity. When the students enter, tell them to begin their activity. The students playing the game or doing the easy activity should receive encouragement and praise. The students doing the difficult activity should receive no encouragement or assistance and must be quiet and not leave their seats. Continue for 15 minutes.
- Discuss what just happened (using the following questions as lead-ins):
  - How did it feel to be in the group with the hard lesson? How did it feel to be in the group with the fun activity?
  - How did you feel toward the other group?
  - Was the treatment each group received fair or unfair?
  - Why were the groups treated differently?
  - Is it possible that you have ever treated others differently for no apparent reason?
- Journal writing assignment: Why do we treat others differently? Do others ever treat you differently because of a physical characteristic? How can we change how we treat others?

Materials/ Equipment:

Rope
A hard activity (enough for half the class) - written down
A game or fun activity (enough for half the class) - written down

HOW ARE WE ALL DIFFERENT?

Grade/ Level: 3 - 5

Resources:

Athlete speaker see Teacher Resource #10 (Global Messenger Directory)

Modified Instructional Strategies:

Journal writing may be completed on a word processor, with partners or by using a storyboard. Peer tutors can help with both assignments.

Extension or Follow-up Activities:

- Interview a person with a disability. Do a written or oral report on the interview.
- Research one type of disability (e.g. cerebral palsy, mental retardation) and do a report.
- Volunteer at a community agency that works with people with disabilities and write a report about the experience. Contact your local Special Olympics Coordinator (see Page 235) to find out volunteer opportunities within the program and write a report sharing the information with the class.

Use of Technology:

Make a database of class poll results and make graphs.
Complete journal writing activity on the computer.

Evaluation:

Teacher observation of student discussion and graphs. Teacher evaluation of journal entry using a writing rubric.

INCREDIBLE EDIBLES

Grade/Level: 3-5

NC Standard Course of Study Competency Goal(s):

Social Studies: 4th Grade: 3, 4; 5th Grade: 3, 4

Special Olympics Focus:

Students will learn about the physical features of North Carolina and about the countries coming to North Carolina to compete in the '99 Games.

Instructional Activity:

Day 1

- Students will work in small groups to create a reference map showing the physical features of North Carolina (4th grade) or a country in the Western Hemisphere (5th grade). Students can enjoy eating the maps after they have been shared with the class.
- Review the term "physical map." (map on which physical features and natural regions are emphasized). The maps can include borders and important cities, but rarely show any other human-made features. Point out that the shapes of the land, mountains, rivers, large lakes, oceans, plateaus, gulfs, coasts, hills and plains are identified. These maps also are referred to as relief or landform maps.
- The maps will be made using edible items to symbolize the physical features of the countries. The edible symbols are described. Each map will be shaped using a can of sugar cookie dough.
- Divide students into six small groups.
- Assign to each group a country or state based on countries attending the '99 Games using Teacher Resource #2 (List of Participating Countries) or allow groups to draw the names out of a hat.
- Using a physical map, students will locate features to be included on their maps.
- Each group receives a can of cookie dough and a foil-covered board. Students form the shape of their state or country with the dough. The country cookie is transferred (with teacher assistance) onto a cookie sheet and is baked according to the directions on the can (or it can be formed directly on a cookie sheet).

Day 2

- Distribute the edible physical features (bugles, fruit roll-ups, etc.) and the fully cooked "cookie maps" on foil covered cardboard to each group, as well as a physical map of each country.
- Distribute and explain the student direction sheet (Student Resource #1).
- Help students when needed by monitoring all groups as they "create" their map's physical features.
- Allow time for each group to share the maps with the whole class.
- Through student discussion compare and contrast the physical features of the Incredible Edible Maps.

Teachers should assign a rubric to each map to describe how well the students completed their assignment.

INCREDIBLE EDIBLES

Grade/Level: 3-5

Materials/Equipment:

Teacher Resource #2 (List of Participating Countries)
Teacher Resource #1 (Student Directions)

The following list contains enough materials for 24 students in six groups of four:

6 pre-shaped, pre-baked cookies (approximately 12" x 16") from 6 rolls of sugar cookie dough, transferred to foil-covered sturdy cardboard
6 cans of white frosting (use as adhesive)
6 plastic knives
6 blueberry Fruit Roll-Ups or Pixie-Stix candy with blue powder (used for lakes and rivers)
6 cups of Bugles corn chips (use for mountains)
6 cups of coconut, tinted green (for grass and flat lands)
6 cups of coconut, toasted (or tinted yellow or brown) or 3 cups of brown sugar (for deserts)
Small Tootsie Rolls with dollop of green frosting on top for trees
6 pairs of scissors
6 student direction sheets
Plastic storage bags (for coconut and bugles)
Licorice strands/ropes to use as boundaries for the country
6 small candies (peppermints, etc.)
Gumdrops - green (for hills)
Small candies, 2 to 3 per group, to mark major cities, use different candies than the ones used to mark capitals
Any other edible item ("Hershey's Kisses", chocolate chips, etc.) that teacher or students would like to use on their map to symbolize a physical feature
Physical (relief) map of countries chosen
Aluminum foil
Rolling pins
6 pieces of sturdy cardboard (approximately 15"x20")
Large container of wet wipes

Resources:

School/public librarian
Chamber of Commerce/Visitors Center

Modified Instructional Strategies:

Since this activity is a cooperative learning activity, students requiring additional assistance can be effectively included through peer tutoring.

INCREDIBLE EDIBLES

Grade/Level: 3-5

Extension or Follow-up Activities:

- Students can make a salt-dough map of regions.
- Students can write journal entries or essays about making the map.
- Students can interview someone from the country or state on which they based their map.
- Students can investigate and write a report about map-making as an occupation.
- Students can take Polaroid pictures of the maps and make a bulletin board for display in the hallway at school.

Use of Technology:

Use the Internet in the library to find current maps of North Carolina and/or states and countries, etc.

Evaluation:

Teacher evaluation based on the map showing all the physical characteristics of North Carolina, a state in the U.S. or country in Western Hemisphere.

INCREDIBLE EDIBLES

STUDENT RESOURCE # 1

Student Directions

1. Spread frosting over the entire map.

2. Outline with licorice strips.

3. Locate and place peppermint (or other candy) where the capital is located.

4. Locate two or three other major cities using candies as markers.

5. Sprinkle brown or yellow coconut or brown sugar in dry or desert areas.

6. Sprinkle green coconut on grassy areas.

7. Use Bugles to show the location of mountains.

8. Use green gumdrops for hilly areas.

9. Roll out the Fruit Roll-Ups and cut into lakes. Use blue pixie stix powder and a toothpick to add rivers.

10. Use any other food item to symbolize physical features.

11. Clean up your area.

12. Share your map with the class, pointing out all the important physical features.

Eat your map!

57

LET ME TELL YOU ABOUT MY HOME TOWN

Grade/Level: 3-5

NC Standard Course of Study Competency Goal(s):

Social Studies: 4th Grade: 4

Special Olympics Focus:

Students will share information about their hometown with Special Olympics athletes traveling to North Carolina to compete in the '99 Games.

Instructional Activity:

Note: This activity will need to be done over an extended period because students are expected to collect information outside of class and bring it in to school. Students will use the materials to make a banner to display.

Students will:

- Brainstorm important/interesting information about their community and surrounding areas including points of interest, historical significance, economic resources, geography and customs.
- Collect pictures, maps, textiles, newspapers, brochures, old textbooks, etc. to illustrate what they want to communicate about their area (using pictures).
- Review the materials that have been collected. Allow students to share their materials with the class.
- Divide the class into small groups that will focus on specific sections/topics for the banner. Use materials collected to create a welcome banner for athletes coming to North Carolina for the '99 Games. Have students write a journal article about their experience making the banner and about what they learned about their hometown.
- Ask students to include information about the Special Olympics program in their community. See Local Coordinators Directory on Page 235.
- Send the banner to your town's mayor for display in your town hall to welcome the athletes to your community.

Materials/ Equipment:

Brochures
Newspapers
Maps
Magazines
Fabric
Tape
Leaves, flowers, etc. (native to your town)
Banner
Paper
Glue
Markers

Resources:

Chamber of Commerce
Mayor
Historian
Congressman
Librarian
North Carolina Department of Tourism
North Carolina Visitors Center

LET ME TELL YOU ABOUT MY HOME TOWN

Grade/Level: 3-5

Modified Instructional Strategies:

- Because this activity is based on cooperative learning, students needing additional help can be effectively included through peer tutoring. The teacher can help by providing a variety of information and items for the banner.
- Students can choose between doing a journal entry assignment and drawing a picture about the experience.

Extension or Follow-up Activities:

- Students can write a paragraph about why a Special Olympics athlete would enjoy visiting their home town.
- Students can produce a public service announcement about their home town to be used when the International Special Olympics athletes arrive.
- Students can write an article about the banners for the school newspaper or the local newspaper about what they have learned about Special Olympics and their hometown.
- Students can collect articles from their local newspapers about Special Olympics.

Use of Technology:

Students can research their community on the Internet.
Students can use videos for research as well as produce a video about their town.
Students can use word processing to write the journal entry.

Evaluation:

Teacher evaluation of the information included on the banner.
Teacher evaluation of the journal entry using a writing rubric.

TENNIS, ANYONE?

Grade/Level: 3-5

NC Standard Course of Study Competency Goal(s):

Math: 3rd Grade: 6

Special Olympics Focus:

This lesson will introduce students to the 19 sports that athletes will be competing in during the '99 Games.

Instructional Activity

- Refer to Teacher Resource #22 (List of 19 Sports).
- Ask students the following introductory questions:
  - Have you ever played tennis? Basketball? Softball? Bowling, etc.?
  - What are usually team sports?
  - What are usually individual sports?
  - Have you ever played bocce? Participated in equestrian events? Played team hand ball?
  - Do you know what these sports are and how they are played?
- Copy for each student and distribute Teacher Resource # 22 (List of 19 Sports).
  - Go over the 19 events that will be offered during the '99 Games.
  - Which sports are familiar or unfamiliar to students?
  - Divide class into small groups, assign four to five sports to each group and ask each group to write a description of their sports.
  - Groups can use the Sports Guide Manuals (available free from the Department of Public Instruction – see information included in the Appendix section of this guide, Page 235).
- Students can use pictures, actual pieces of athletic equipment and spoken words for their presentations.
- Have each group present findings to the class. After a sport is explained, have students respond to the following questions:
  - Have you ever played this sport?
  - Have you ever been a spectator at an event involving this sport?
  - Have students mark their responses on their list of 19 sports for the '99 Games.
- Have each student construct a pictograph, bar graph or circle graph to display class data regarding the number of students who have played the various sports and the number of students who have been a spectator at events involving the various sports.
- Review the process for making a pictograph, bar graph, and circle graph and have students determine what type of graph would be appropriate to display their data.
- Have students discuss Unified Sports® (Page 231).

Materials/Equipment

Teacher Resource #22 (List of 19 Sports)
Paper
Rulers
Pencils

TENNIS, ANYONE?

Grade/Level: 3-5

Resources

Special Olympics Sport Resource Guides (available free from the Department of Public Instruction – see information in the Appendix section of this guide, Page 235)

Modified Instructional Strategies

- Pairs of students can find information in sports guide manuals.
- Students can use a scribe for writing sports information.
- Students can make a collage related to a specific sport instead of writing a description.
- Students can work in small groups to develop the graphs.
- Students can construct a chart of information instead of a graph.
- Students can use manipulatives such as Unifix cubes to represent a bar graph.

Extension Activities

- Have students create "new" icons (pictures) for each sport (different from the Special Olympics icons).
- Research the rules of one of the sports and teach them to the class.
- Interview an athlete who plays a specific sport.
- Have students invent a "new" sport including rules, uniform, icon, etc.
- Have students attend a sporting event involving one of the sports.

Use of Technology

Use the Internet to research a particular sport.
Use the computer to develop graphs.

Evaluation

Rubric evaluation of the graphs developed by students.
Evaluation of the oral presentations on the sporting events.

WHAT TIME IS IT?

Grade/Level: Grade 3-5

NC Standard Course of Study Competency Goal(s):

Math: 4th Grade: 4, 5; 5th Grade: 4, 5

Special Olympics Focus:

Students will develop an understanding of how time zones could affect an athlete's travel to North Carolina.

Instructional Activity:

- Introduce facts about the '99 Games (see Teacher Resource #13 - Fast Facts About the '99 Games) and the countries competing in the '99 Games (Teacher Resource # 2 – List of Participating Countries).
- Using Student Resource #2 (Time Zone Map of the United States), help students label the map with the appropriate time zones.
- Have students color the time zone they live in red.
- Explain to students that since the sun rises in the east, sunrise reaches the eastern seaboard first. As you travel east to west, each time zone is one hour earlier than the time zone to its east.
- Use a globe and flashlight to demonstrate that night and day occur at different times in the world.
- Distribute Student Resource #3 (Time Zone Map of the World). Identify and compare the different time zones of the world with the United States.
  For example:
  If it is 6 p.m. in North Carolina, what time is it in Italy?
  If it is 9 a.m. in Alaska, what time is it in North Carolina?
- Choose 10 countries and five states from which Special Olympics athletes are traveling to attend the '99 Games. Use Teacher Resource # 2 (List of Participating Countries). Athletes from all 50 of the United States are attending.
- Using clock faces, bulletin boards, or chalkboards, label the time in the above chosen areas if it is noon in Raleigh, N.C. Calculate the amount of time lost or gained when traveling to North Carolina.
- Have students discuss how it would feel to lose time in a day. Discuss jet lag.
- Have students discuss how it would feel to gain time in a day.
- Have students complete the "Searching for Time" crossword puzzle (Student Resource #1).

Materials/ Equipment:

Student Resource #1	("Searching for Time" Crossword Puzzle)
Student Resource #2	(Time Zone Map of the United States)
Student Resource #3	(Time Zone Map of the World)
Teacher Resource #2	(List of Participating Countries)
Teacher Resource #13	(Fast Facts About the '99 Games)
Globe	Flashcards, chalk or marker to label time
Flashlight	Clock faces

62

WHAT TIME IS IT?

Grade/Level: Grade 3-5

Resources:

Librarian, parent of student who travels globally

Modified Instructional Strategies:

- Allow students to work in pairs to complete worksheets.
- Decrease the number of countries and states used in the activity.
- Use only one worksheet (the United States).

Extension or Follow-up Activities:

- Calculate time you would call someone in a different country if they could only be reached at 8 a.m. their time.
- Have students write an essay on the following, "If you left New York City at 8 a.m. and flew west around the world, what day and time would it be when you got back."
- Have students interview someone who has experienced "jet lag" and either write a report or give an oral presentation from findings.

Use of Technology:

Have students use the Internet to further investigate time zones.

Evaluation:

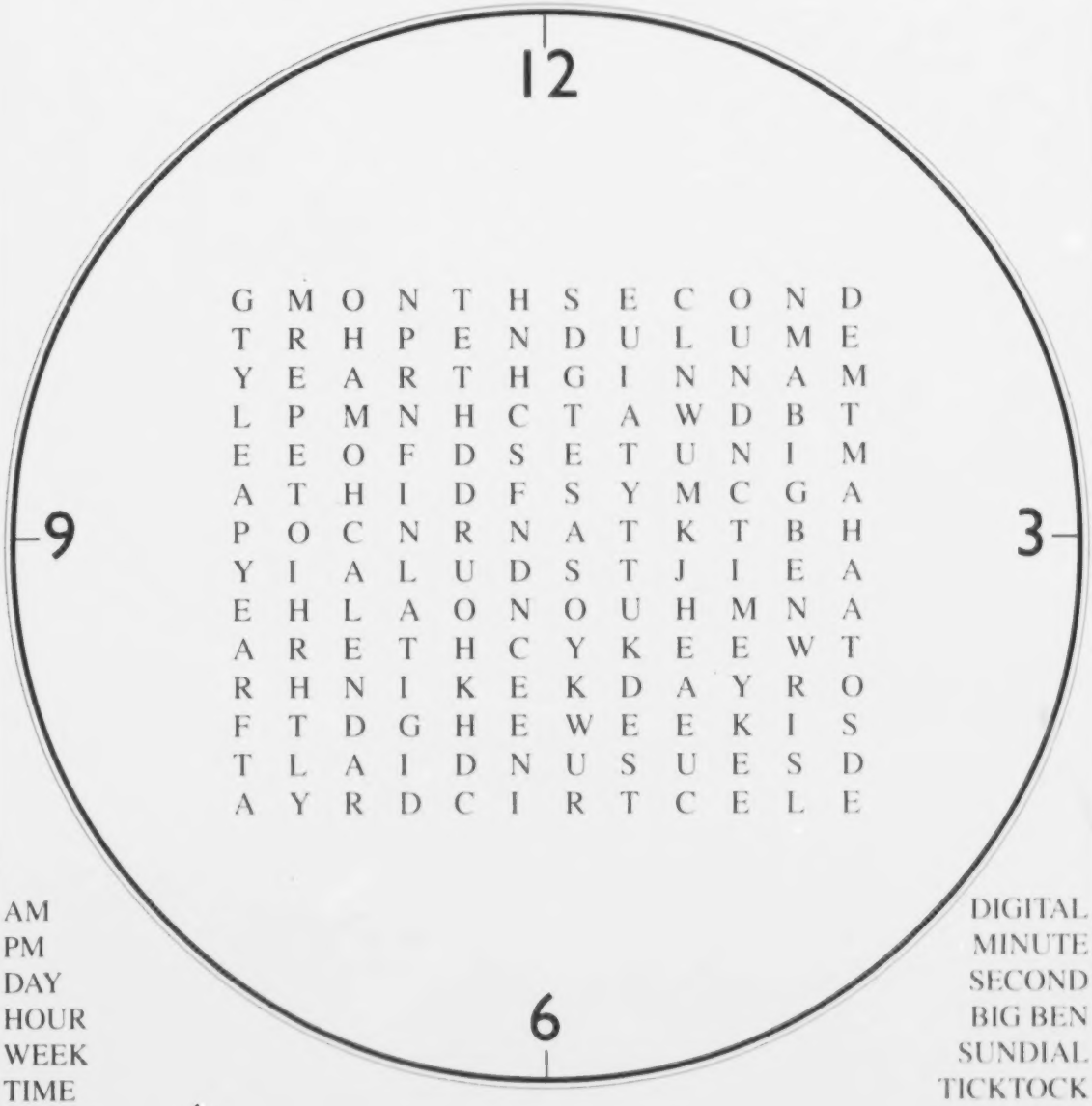
Teacher evaluation of student calculations on worksheets. Teacher observation of class discussion.

WHAT TIME IS IT?

STUDENT RESOURCE #1

Searching For Time

Find the hidden time words in this puzzle. Circle each one you find.



G M O N T H S E C O N D
T R H P E N D U L U M E
Y E A R T H G I N N A M
L P M N H C T A W D B T
E E O F D S E T U N I M
A T H I D F S Y M C G A
P O C N R N A T K T B H
Y I A L U D S T J I E A
E H L A O N O U H M N A
A R E T H C Y K E E W T
R H N I K E K D A Y R O
F T D G H E W E E K I S
T L A I D N U S U E S D
A Y R D C I R T C E L E

AM
PM
DAY
HOUR
WEEK
TIME
NIGHT
WATCH
CLOCK
HANDS
MONTH

DIGITAL
MINUTE
SECOND
BIG BEN
SUNDIAL
TICKTOCK
ELECTRIC
PENDULUM
CALENDAR
LEAP YEAR
GRANDFATHER

WHAT TIME IS IT?

STUDENT RESOURCE #2

Time Zone Map of the United States

THE CONTINENTAL UNITED STATES IS DIVIDED INTO FOUR TIME ZONES: EASTERN, CENTRAL, MOUNTAIN AND PACIFIC (GOING FROM EAST TO WEST). THE SUN RISES IN THE EAST, SO DAYBREAK COMES THERE THE EARLIEST, AND AS YOU TRAVEL EAST TO WEST, IT IS ONE HOUR EARLIER IN EACH TIME ZONE.

Label each time zone (Eastern, Central, Mountain, Pacific) and color the one you live in with a red crayon.

4. _____

3. _____

2. _____

1. _____

Knowing where and when the time changes is important when going on a trip. If you are flying to New York, leaving at 10 a.m. Central time, and the trip takes five hours, what time will it be in New York when you arrive? _____

What time will it be in California? _____

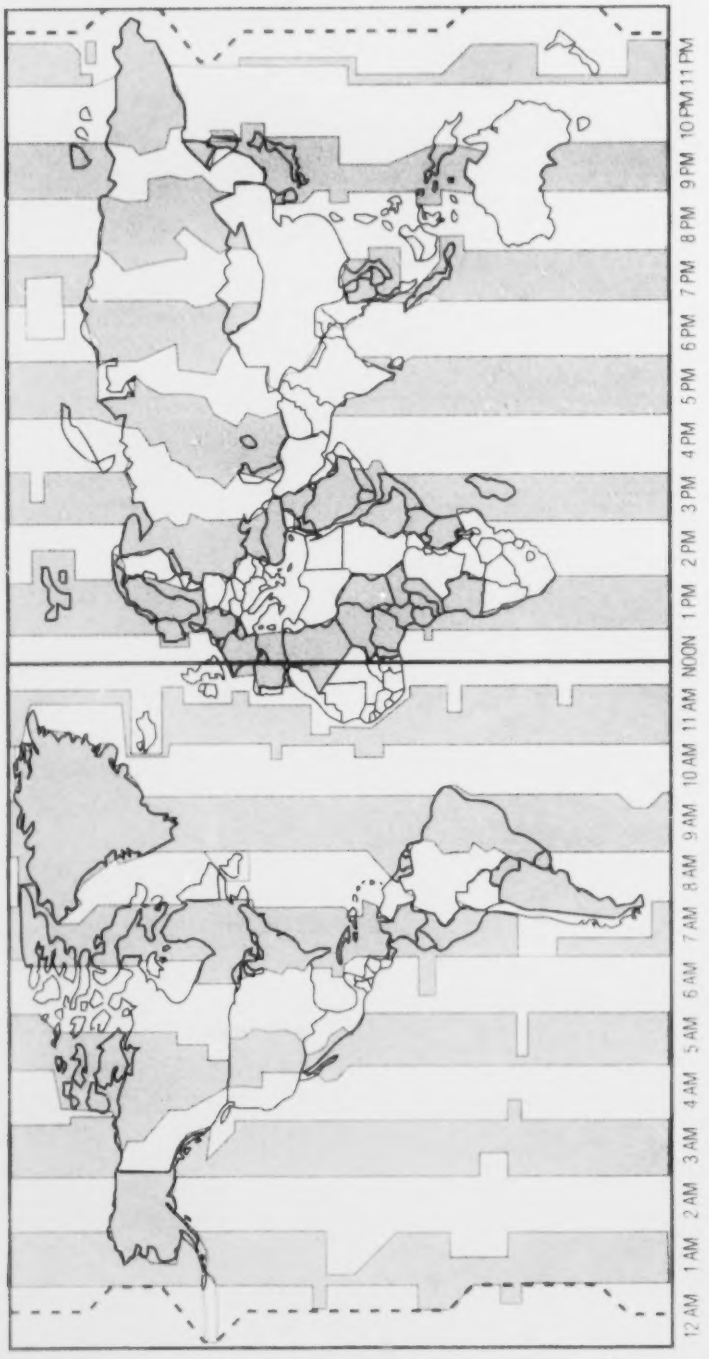
What time will it be in Arkansas? _____

BEST COPY AVAILABLE

WHAT TIME IS IT?

STUDENT RESOURCE # 3

Time Zone Map of the World



BEST COPY AVAILABLE

MIDDLE SCHOOL LESSONS

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

Middle School - Grades 6–8

- Cross Reference Sheet page 67
- Athlete Interviews pages 69-72
  This lesson will focus on learning foreign language verbs that may be used in events in the '99 Games. Students will become competent in using these verbs in complete sentences in order to ask and answer questions. The lesson also will focus on developing an understanding of Special Olympics and its athletes.
- Designing an International Database pages 73-75
  This lesson will enhance the students awareness of the countries traveling to North Carolina for the '99 Games through the use of computers and the Internet.
- Friendly Comparisons pages 77-79
  This lesson will give students an understanding of the various cultures represented by the athletes competing in the '99 Games.
- Going for the Gold pages 81-82
  This lesson will help students locate and differentiate among the three geographic regions of North Carolina and identify host towns that Special Olympics athletes from other countries will be visiting during their stay in North Carolina.
- Introducing Special Olympics pages 83-85
  This lesson provides an introduction to the mission and goals of Special Olympics and the '99 Games.
- Teach Me How to Play! pages 87-88
  This lesson will use Special Olympics as a topic to teach ordered directions and sports vocabulary. The students will select a sport in Special Olympics, then teach the class how to play it.
- The Trip to North Carolina pages 89-97
  This lesson will give students an understanding of where Special Olympics athletes, coaches, and delegates are from and how they will be traveling to their host town/state.
- What A Country! Travel Brochure pages 99-104
  This lesson gives students an opportunity to research the countries that are sending athletes to the '99 Games and to develop a travel brochure that reflects the uniqueness and diversity of an athlete's home country.
- World Health Issues pages 105-106
  This lesson will focus on international Special Olympics athletes who will be coming to the '99 Games and aspects of world health in regard to inoculations needed to enter the United States.

CROSS REFERENCE CHART

Middle School Lessons 6-8	COMPUTER SKILLS	HEALTHFUL LIVING	LANGUAGE ARTS	SCIENCE	SECOND LANGUAGE	SOCIAL STUDIES	
Athlete Interviews					•		
Designing an International Database	•						
Friendly Comparisons						•	
Going for the Gold						•	
Introducing Special Olympics			•				
Teach Me How to Play					•		
The Trip to North Carolina	•		•	•		•	
What a Country! Travel Brochure						•	
World Health Issues		•					

ATHLETE INTERVIEWS

Grade/Level: 6-8
Note: This lesson could be adapted for 9-12 instruction. This activity is designed for several consecutive foreign language meetings of approximately 25 minutes each.

NC Standard Course of Study Competency Goal(s):

Second Languages: Listening Goals: 4, 1.5, 1.7
Speaking Goals: 1.3, 1.6

Special Olympics Focus:

This lesson will focus on learning verbs that might be part of events taking place during the '99 Games. It also will focus on students becoming competent in using verbs to complete sentences to ask and answer questions. It will focus on developing an understanding of what Special Olympics is all about.

Instructional Activity:

- The second language teacher will first present visuals in the form of large, laminated photographs or brightly colored drawings that depict verbs that might be part of events in the Special Olympics, e.g., *nadar* (to swim), *correr* (to run), *patinar* (to skate), *hacer gimnasia* (to do gymnastics), *jugar al basquetbol* (to play basketball), *jugar al futbol* (to play soccer), *jugar al tenis* (to play tennis), *jugar al volibol* (to play volleyball), *montar a bicicleta* (to cycle) and *montar a caballo* (to ride a horse).
- The second language teacher will work over a period of days on the childrens' acquisition of the new vocabulary through vocabulary-building activities including total physical response, charades, guessing games, matching games, and memory games and through drill activities such as *Around the World* (sometimes known as *Train*).
- When the second language teacher is confident that mastery of the basic vocabulary has been achieved by most of the students, she/he will model, in an interview format, the use of the target verbs in more complex constructions, e.g., *¿Qué vas a hacer en los Juegos Olimpicos? Voy a nadar.* (What are you going to do in the Special Olympics? I'm going to swim.) *¿Te gusta correr? Sí, me gusta correr./No, no me gusta correr.* (Do you like to run? Yes, I like to run./No, I don't like to run.) *¿Puedes montar a caballo? Sí, puedo montar a caballo/No, no puedo montar a caballo.* (Can you ride a horse? Yes, I can ride a horse/No, I can't ride a horse.)
  Note: *Voy a/No voy a, Me gusta/No me gusta,* and *Puedo/No puedo* will have already been taught at this point.
- The second language teacher will work during several lessons on practicing these constructions, with the goal of having the students learn to ask and answer questions about their sports, which sports they like and do not like, and which ones they can and cannot play.

ATHLETE INTERVIEWS

Grade/Level: 6-8
Note: This lesson could be adapted for 9-12 instruction. This activity is designed for several consecutive foreign language meetings of about 25 minutes each.

- The second language teacher will combine the targeted questions with others already learned, e.g., *¿Cómo te llamas?* (What's your name?), *¿De dónde eres?* (Where are you from?), *¿Qué hablas?* (What do you speak?), *¿Cuántos años tienes?* (How old are you?), and provide opportunities for practice, with the goal of having the students interview one another.
- The second language teacher will devote some class time to a discussion of what the students know about the Special Olympics and its athletes, thus assessing their prior knowledge of the Games. She/he will then talk to them about exploring the website of the 1999 Special Olympics World Games (see Resources below) during their social studies time and will outline expectations and rules for Internet use.
- The regular classroom teacher will supervise the children's exploration of the website so that they can gain an understanding of the goals of the Games, the countries that compete, and some general characteristics of competing athletes. (The second language teacher will request and arrange in advance this use of the regular classroom teacher's social studies time.)
- The second language teacher will devote some class time to a discussion of what the students learned about Special Olympics and its athletes while exploring the website with their classroom teacher.
- With the help of the second language teacher, each child will play the part of a Special Olympics athlete, inventing the information (see note below) that she/he will need in order to be interviewed by a fellow classmate, e.g., name, home country, language spoken, age, sport, favorite sports. At this point, the second language teacher will also assist students in learning the names of various targeted languages and countries.

  Note: Actual information could be used if the second language teacher could gain access to Special Olympics athlete biographies. They are not available, however, at the main website.
- The second language teacher will pair students who will then, over a period of days, practice interviewing one another with the targeted questions.

  Note: To enhance the presentation, the children participating in the interviews could be equipped with appropriate props, e.g., microphone, bathing suit, towel, running shoes, roller skates, leotard, basketball, soccer ball, tennis ball, tennis racquet, volleyball, small bicycle, horseback riding outfit.

  Note: At this point, the second language teacher could also begin to allot time for moving on to new activities in addition to allotting some time for daily practice and/or presentation of the interviews.

ATHLETE INTERVIEWS

Grade/Level: 6-8
Note: This lesson could be adapted for 9-12 instruction. This activity is designed for several consecutive foreign language meetings of about 25 minutes each.

- When the second language teacher is confident that the students have had sufficient practice, she/he will begin having students conduct their interviews for the class. See the following example:

Periodista:	*Hola, ¿Cómo te llamas?*
Atleta:	*Me llamo Magda Sokolova.*
Periodista:	*¿De dónde eres?*
Atleta:	*Soy de Rusia.*
Periodista:	*¿Qué hablas?*
Atleta:	*Hablo ruso.*
Periodista:	*¿Cuántos años tienes?*
Atleta:	*Tengo 17 años.*
Periodista:	*¿Te gusta montar a bicicleta?*
Atleta:	*Sí, me gusta mucho.*
Periodista:	*¿Puedes jugar al futbol?*
Atleta:	*No, no puedo, pero puedo jugar al vólibol.*
Periodista:	*¿Qué vas a hacer en los Juegos Olímpicos?*
Atleta:	*Voy a hacer gimnasia.*
Periodista:	*¡Super! Muchas gracias.*
Atleta:	*De nada.*
Periodista:	*Adiós y buena suerte.*
Atleta:	*Adiós.*

Note: Student interviews can be completely oral and do not have to be written down at any point in the process.

Materials/Equipment:

Visuals depicting verbs
Appropriate props for interviews
Internet access (optional)
Special Olympics athlete biographies (optional)
Teacher Resource #14-#20 (Athlete Biographies)

Resources:

Web address: www.99games.com
Note: To begin exploring the site, first click on GET INTO THE GAMES!

ATHLETE INTERVIEWS

Grade/Level: 6-8
Note: This lesson could be adapted for 9-12 instruction. This activity is designed for several consecutive foreign language meetings of about 25 minutes each.

Modified Instructional Strategies:

- A child who is new as a fifth-grader to the second language classroom could be teamed with an experienced second-language learner who could serve as a peer tutor.
- A child unable to participate in total physical response or charade-type activities could hold copies of visuals to indicate correct verbs.
- A child unable to operate a computer keyboard/mouse could be teamed with another student for exploration of the web site.

Extension or Follow-up Activities:

- As an opportunity for writing practice and as an extension of this activity, the student interviews could be written out by those children who are able to do so.
- This activity could be extended to include practice in the target language with other sports-related verbs or other verbs in general. It would also be an excellent point of departure for work with animal verbs, e.g., *El tigre puede correr, pero no puede volar.* (The tiger can run, but it can't fly.)
- This activity also could be extended into a study in the target language of the location of countries and continents, landforms, resources or other topics related to world cultures.

Use of technology:

The computer can be used to access and explore the web site.

Evaluation:

Teacher observation of:

- Student responses to classroom activities.
- Student mastery of targeted language items.
- Student interviews.
- Class discussions about student's understanding of the Special Olympics, before and after their exploration of the web site.

DESIGNING AN INTERNATIONAL DATABASE

Grade/Level: Grade 6-8

NC Standard Course of Study Competency Goal(s):

Computer Competencies: Information: 2.1
Database Skills: 1.2, 3

Special Olympics Focus:

This lesson will enhance the student's awareness of the countries traveling to North Carolina for the '99 Games through the use of computers and the Internet.

Instructional Activity:

Opening the Lesson:

- Show the '99 Games Promotional Video and discuss Teacher Resource #5 (The Special Olympics Movement).

Developing the Lesson:

- Have students review Teacher Resource #2 (List of Participating Countries). Teacher may choose to have students use all the countries or narrow the list to a set number.
- Tell students they are going to create an International Database of the countries participating in the '99 Games.
- Divide the class into two groups. Have one group research one half the countries and have the other group design and set up the database.
- As a class, decide how many fields to establish and research (see Student Resource #1 – Field Names for an International Database)
- Have the research group begin to find the data on the selected countries using the Internet, computer encyclopedia and atlas. Have the database group begin to set up the database format.
- At mid-point of completion, have groups switch assignments. An alternative method would be to assign specific countries to specific students and have them share the information with their classmates.

Materials/Equipment:

Computers
Internet access
Atlas
Database software
Encyclopedia
Folders for data collection
Student Resource #1 (Field Names for an International Database)
Teacher Resource #2 (List of Participating Countries)
Teacher Resource #5 (The Special Olympics Movement)

74

DESIGNING AN INTERNATIONAL DATABASE

Grade/Level: Grade 6-8

Resources:

Student athletes from other countries
Guest speakers from the international community
Guest speakers who specialize in information about international countries

Modified Instructional Strategies:

Pair students depending on the needs of the class.

Extensions or Follow-up Activities:

- Have students create a database activity where they search the database for specific information. An example would be; How many countries have an average temperature of less than 80 degrees Fahrenheit? What countries have populations less than the United States?
- Have students present the information they researched.
- Have students e-mail additional questions to the countries they researched.

Use of Technology:

Computers
Database software
Word processing software
Electronic encyclopedias/atlas
Internet

Evaluation:

Teacher observation
Evaluation of student presentations (if used)

DESIGNING AN INTERNATIONAL DATABASE

STUDENT RESOURCE #1

Field Names for an International Database

Name of country
Capital of country
Population
Geographic size
Continent
Form of government
Name of political leader
Monetary unit
Main industry
Primary language
Average summer temperature
Average winter temperature
Primary language
Average income
Average education level
Famous landmarks
Most popular national sport
Do they have a Special Olympics program?

FRIENDLY COMPARISONS

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Social Studies: 6th Grade-8th Grade: 1

Special Olympics Focus:

Students will learn about the cultures of countries in which Special Olympics athletes competing in the '99 Games live.

Instructional Activity:

Opening the Lesson:

- Introduce the lesson by discussing the fact that North Carolina will be hosting the largest sporting event in the world in 1999, the '99 Games, which will have representatives from more than 150 countries and cultures.
- Ask students to define the word "culture".
- List a few of the students' responses on the board.
- Allow students to brainstorm in small groups some of the characteristics that help determine a culture. Give each group a sheet of flip chart paper to write their ideas on. Place each list with tape around the classroom.
- Choose one student to look "culture" up in the dictionary, and write the definition on the board. Compare it with the responses given by students.
- Discuss with the students what they consider cultural similarities as well as differences about themselves and the Special Olympics athletes who will be visiting North Carolina for the '99 Games.
- Advise students that they are to collect data in the following areas about themselves and the Special Olympics athletes being hosted in their home or community:
    - Language (primary, secondary and dialects)
    - Guest community
    - Your country
    - Food
    - Recreation/ entertainment
    - Clothing
    - Housing
    - Money
    - Transportation
    - Religion
    - Educational system (compare opportunity and requirements)
    - Industry
    - Media
    - Political system

FRIENDLY COMPARISONS

Grade/Level: 6-8

- Suggest to students that they may use the following as resources or information: newspapers, television, magazines, the Internet, encyclopedia, atlases, almanac and textbooks.
- Give students two weeks to compile data. Pass out Student Resource #1 (Friendly Comparisons), on which they will transfer their information.
- Advise each student to work with a different country's culture.
- After the students have completed the activity, have them share the data they have collected.
- Make wall size charts to post around your classroom and defined areas of your school.
- Invite international parents in the community to the classroom to be interviewed by the students about the cultural differences they experienced when they came here.

Materials/Equipment:

Flip chart paper
Newspapers and television
Atlases, almanacs, textbooks
Magazines with articles on guest countries
Computer
Student Resource #1 (Friendly Comparisons)

Resources:

Community members who have an international background or have lived abroad

Modified Instructional Strategies:

- Students for whom written expression is a problem could collect information from athletes using audio tape or videotapes.
- Students with reading difficulties could use books on tape or view television or videotapes about their chosen country.

Extension or Follow-up Activities:

- Daily announcements could be made about the guest country.
- Have a feast with foods from the guest and host country.
- Turn the classroom into an Olympic Village with flags and symbols.

Use of Technology:

Internet

Evaluation:

Teacher evaluation of data collected and student involvement.

FRIENDLY COMPARISONS

STUDENT RESOURCE #1

	Guest Country	*Your Community*
Language		
Guest country		
Your country		
Food		
Recreation, entertainment		
Clothing		
Housing		
Money		
Political system		
Transportation		
Educational system		
Industry		
Media		
Religion		
Symbols and icons		

GOING FOR THE GOLD

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Social Studies: 1

Special Olympics Focus:

The student will locate and differentiate among the three geographic regions of North Carolina, and identify Host Towns that Special Olympics athletes from other countries will be visiting during their stay in North Carolina.

Instructional Activity:

Opening the Lesson:

- Ask students to name as many of the towns in their county that they can.
- Discuss the role that the geography of the county played in the development of the town (i.e. navigable rivers, large valleys, mountain ranges, etc.).
- Ask students what geographical differences they notice.
- Expand the discussion to the entire state. Ask students who has lived in or visited a different section of North Carolina.
- Ask students what geographical differences they noticed in the section(s) of North Carolina they have visited.

Developing the Lesson:

- Give each student an outline map of North Carolina – see Teacher Resource # 3. Students will draw lines to divide North Carolina into three geographic regions and sub-regions.
- Students will label each region and sub-region on the map.
- Divide the class into three groups and assign each group a region of the state. Each group will prepare a presentation on the region.
- Students may create maps, charts, models and drawings.
- Divide groups into smaller groups and focus on the '99 Games Host Towns in their region, terms, cultural resources and highways.
- Use a computer to make a graphic outline map of North Carolina, and label the Host Towns in each region – see Teacher Resource #11 (Host Town Matches).

Materials/Equipment:

Computers
Charts
Teacher Resource #3 (North Carolina map)
Teacher Resource #11 (Host Town Matches)
Magazines
Crayons
Colored pencils

GOING FOR THE GOLD

Grade/Level: 6-8

Resources:

North Carolina textbook

Modified Instructional Strategies:

Allow students to draw graphics on the computer and label each region as directed. Allow students to draw maps using seeds, beans, etc.

Extension or Follow-up Activities:

Have students develop a unique brochure or license plate slogan and design for one of the host towns.

Students can plot local Special Olympics programs on their map (see Pages 237-241 for list of programs).

Use of Technology:

Students may type written information and make graphics using the computer.

Evaluation:

Evaluation of student answers to questions about their presentations.

Teacher observation of students' work also can be used.

INTRODUCING SPECIAL OLYMPICS

Grade/Level: 6-12; Level may be adjusted at teachers discretion

NC Standard Course of Study Competency Goal(s):

Communication Skills/Language Arts: 1.3,4.2, 4.3

Special Olympics Focus:

This lesson provides an introduction to the mission and goal of Special Olympics and to the '99 Games.

Instructional Activity:

Opening the Lesson:

- Ask students if they have ever heard of or been involved with Special Olympics.
- Have students brainstorm what Special Olympics is and what it may involve. List answers on board.

Developing the Lesson:

- Have students watch the '99 Games Promotional Video (seven minutes) noting involvement of athletes, people with mental retardation, Special Olympics mission, goal and volunteers.
- Go over Teacher Resource #5 (The Special Olympics Movement).
- Review results of brainstorming session and have students evaluate the accuracy of their original thoughts. Cross out incorrect responses and add new ones.
- Divide the class into group. Have students develop T-Chart on how Special Olympics athletes fulfill their personal goals and how the general public fulfills Special Olympics goals in their local communities.

Materials/Equipment:

'99 Games Promotional Video (seven minutes)
Overhead projector
Student Resource # 1 (Meeting Special Olympics Goals)
Teacher Resource #5 (The Special Olympics Movement)

Resources:

Athlete speaker see Teacher Resource # 10 (Global Messenger List)

Modified Instructional Strategies:

- Use heterogeneous grouping.
- Read mission and goal statements out loud.
- Approach mission and goal statements one sentence at a time.

INTRODUCING SPECIAL OLYMPICS

Grade/Level: 6-12; Level may be adjusted at teachers discretion

Extension or Follow-up Activities:

- Discuss T-Charts and generate ideas about how Special Olympics and local communities could further meet some of the Special Olympics goals.
- Have students interview a Special Olympics athlete about how Special Olympics benefits them or invite a Special Olympics athlete to the classroom for a question-and-answer session. See Teacher Resource #10 (Global Messenger Directory).

Use of Technology:

Research Special Olympics on the Internet – www.specialolympics.org and www.99games.com

Evaluation:

Teacher observation of students in group activity and follow-up discussions.
Review/evaluation of student T-Charts.

INTRODUCING SPECIAL OLYMPICS

STUDENT RESOURCE # 1

Meeting Special Olympics' Goals

Special Olympics	Our Community

84

TEACH ME HOW TO PLAY!

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Second Languages: Speaking: 1.3, 1.7, 2.5
Writing: 2.2

Note: This lesson would also be appropriate for ESL classroom instruction.

Special Olympics Focus:

This lesson will use Special Olympics as a tool to teach "order" of directions and sports vocabulary. The students will select a Special Olympics sport and teach the class how to play it.

Instructional Activity:

These activities will take place over several days.

- The teacher will prepare students by teaching vocabulary for order (ex. – first, last, then, after, before, next, etc.)
  - Teach words and meaning. Model by using Total Physical Response. Give students commands and ask them to follow your directions. Example, "Pick up the pencil after you stand up."
  - To check for understanding, tell a story and have students put what happened in chronological order. (Worksheet can be used with activities listed. Students then just rank them in order.)
- In one class period, teacher can go over what Special Olympics is and go over the vocabulary for the Special Olympics sports that will be held during the '99 Games.
  - Have students list, in English or a foreign language, all sports they can think of. Write the list on board or on chart paper.
  - After the list is complete, give students a copy of the 19 sports represented at '99 Games (Teacher Resource #22). Have students "correct" their list by adding the new sports offered at the '99 Games and crossing out ones not offered during the Games.
  - As a whole class, have students give input, in English or a foreign language, about the sports they may not know about (ex. – if one student does not know the word "bocce" see if another student can explain it.)
  - Be prepared to show pictures of each sport for better comprehension.
- On the same day, students will select a sport they want to teach the class from the list provided.
- Students work for one day doing research on the selected sport. The research can come from basic children's books on sports. Have these available in the classroom or send students to the library.
- Students will then write one paragraph about how to play their sport. It needs to be instructional, using the order words they learned in the previous lessons. It can be about four sentences long. (ex. – First, hold the ball in two hands. Then look at the basketball goal. Next, throw the ball to the basket. Last, try to catch it if you miss the basket.)
- Using the prepared paragraphs, each student will teach the class how to play the sport he/she chose. Pictures can be used by the students if needed.

TEACH ME HOW TO PLAY!

Grade/Level: 6-8

Materials and Equipment:

List of sports in Special Olympics from the '99 Games website (www.99games.com).
Large picture cards representing each sport.
Children's books on sports.
Teacher Resource #22 (List of 19 Sports)

Resources:

www.99games.com
Children's books on sports.

Modified Instructional Activities:

- Beginning level – No presentation. Have the students list the steps involved in playing their sport.
- Advanced level – List more steps involved in their sport. List rules also.

Extension or Follow-up Activities:

- Have students look up articles about Special Olympics athletes and have them tell the class about them and their sport.
- Have students interview a Special Olympics athlete at their school and share the article with the local newspaper. Students can emphasize the athlete's involvement in Special Olympics as an athlete or the athletes' excitement about the '99 Games being held in North Carolina.
- Discuss how athletes train for their events.

Use of Technology:

Use Internet for research.

Evaluation:

Teacher evaluation of presentation involving accuracy of order and use of correct words.

THE TRIP TO NORTH CAROLINA

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Social Studies:	6th Grade: 1, 3, 4
	7th Grade: 1, 3, 4
	8th Grade: 1, 8
Language Arts:	6th Grade: 2,3,4
	7th Grade: 2, 3, 4
	8th Grade: 2, 3, 4
Science:	6th Grade: 2
	7th Grade: 2, 6
	8th Grade: 2
Computer Skills:	6th Grade: 2, 3
	7th Grade: 2, 3
	8th Grade: 2, 3

Special Olympics Focus:

Special Olympics athletes and coaches from the 150 countries will be visiting North Carolina in 1999. This lesson will help middle school students gain a geographic understanding of where these athletes and coaches live and how they are traveling to their Host Town.

Instructional Activity:

Opening the Lesson:

- Discuss the role of a Host Town during the '99 Games (see www.99games.com for more information and see Teacher Resource # 11 for Host Town Matches). Discuss how we make plans for a trip and explain the special preparations necessary for an international athletes trip to North Carolina.
- Distribute Student Resource # 1 - the outline map of the world. Have students locate North Carolina and the visiting nations.

Developing the Lesson:

- Display an actual passport, if available, and discuss the necessity of passports and visas.
- Have students complete the Student Resource #2 (Sample Passport Application) as a component of international travel. Using the student resource students can make their own passport. You also can discuss visas.
- Encourage students to read articles and books, view videos or visit web sites to help them better understand their visitors. Collect information on Student Resources #3 and #4 (Getting to Know Your Visitors).
- Discuss time zones, jet lag, flight availability, etc. Calculate "time in flight" for guests as well as time zone differences.
- Research climates of the guest country. Brainstorm a list of things athletes might need to bring based on weather in June/July in North Carolina.
- Cooperative learning groups could fill a "suitcase"/paper bag with pictures, drawings or artifacts that represent the athlete's nation or items the athlete might want to bring to North Carolina.
- Locate guest nation on the map and identify longitude and latitude.

THE TRIP TO NORTH CAROLINA

Grade/Level: 6-8

Concluding the Lesson:
Each cooperative group could present their "suitcase" to the class. Each group could role-play the preparations and the actual trip, using the map and handouts previously completed. Student groups could decorate the "suitcase" with a map, flag, national symbols, etc.

Materials/Equipment:

Student Resource # 1	(World Map)
Student Resource # 2	(Sample Passport Application)
Student Resource # 3	(Getting to Know Your Visitors - grid)
Student Resource # 4	(Getting to Know Your Visitors)
Teacher Resource #11	(Host Town Matches)
Travel Agent	

Resources:

North Carolina social studies text, atlases, almanacs, computer programs, videos, maps, encyclopedias, Internet

Modified Instructional Strategies:

- Students may work in pairs or small groups.
- For students with challenges in written expression, picture books, drawings, computer generated material and illustrations would be acceptable.

Extension or Follow-up Activities:

This lesson could be extended for the entire year or as long as desired. The students could locate other visiting nations on the world map. Students could use Student Resource # 3 and #4 (Getting to Know Your Visitors). Have students check newspapers, magazines or the Internet for current events pertaining to those countries. Comparisons could be made, graphics completed and a data bank established. Students could research the visiting nations and present a written report, picture book or project. Students and their families could host members of the delegation and interview the visitors and evaluate the actual trip with their research.

Use of Technology:

Internet research, computer generated materials/drawings, encyclopedia research

Evaluation:

Teacher observation of students in follow-up discussions and in putting together the suitcase.

THE TRIP TO NORTH CAROLINA

STUDENT RESOURCE #1

World Map

83

THE TRIP TO NORTH CAROLINA

STUDENT RESOURCE #2

SAMPLE PASSPORT APPLICATION

Last Name _____

First Name _____ Middle Initial _____

Street Address _____

City _____ State _____ Zip Code _____

Date of Birth _____

Place of Birth _____

Height _____ Color of Hair _____

Color of Eyes _____

Are you a citizen of the United States? Yes _____ No _____

If not, what is your citizenship? _____

Mother's maiden name _____

Mother's place of birth _____

Father's name _____

Father's place of birth _____

Signature _____ Date _____

THE TRIP TO NORTH CAROLINA

STUDENT RESOURCE # 3

"GETTING TO KNOW YOUR VISITORS"

Location

Nation _____ Continent _____

Surrounding nations _____

Surrounding waterways _____

Latitude _____ Longitude _____

Place

Capital city _____

Major airport _____

Movement

Distance from North Carolina _____

Direction from North Carolina _____

Airlines used by visitors to North Carolina _____

Time difference between North Carolina and the visiting nation _____

Flying time _____ Stopovers _____

Total travel time _____ Cost of trip _____

First class _____ Economy _____

Nations flown over _____

Waterways flown over _____

Method of transportation used from the airport to the host town _____

THE TRIP TO NORTH CAROLINA

STUDENT RESOURCE #4

	GUEST COUNTRY	YOUR COUNTRY
Language		
Guest country		
Your country		
Food		
Recreation, entertainment		
Clothing		
Housing		
Money		
Political system		
Transportation		
Educational system		
Industry		
Media		
Religion		
Symbols and icons		

92

WHAT A COUNTRY! TRAVEL BROCHURE

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Social Studies: 6th Grade: 1, 3, 4
7th Grade: 1, 3, 4
8th Grade: 1

Special Olympics Focus:

This lesson allows students to research the countries that are sending athletes to the '99 Games and to develop a travel brochure that reflects the uniqueness and diversity of an athlete's home country.

Instructional Activity:

Opening the lesson:

- Distribute to students commercially produced travel brochures and ask them to list the parts of the brochure they think are most interesting, attractive, informative and/or created the most interest in visiting that country. Have students complete Student Resource #1 (Evaluation Sheet) based on the brochure.

Developing the lesson:

- Students should select a country that interests them and begin their research on that country - see Teacher Resource # 2 (List of Participating Countries).
- Students should categorize their research into general categories, geographic landscape, history, culture, transportation systems, monetary system, special events and holidays, local cuisine, recreation, language phrases for travelers, plants, animals, major cities and attractions - Student Resource #2 (Data Collection Sheet).
- Students should select appropriate photographs or create illustrations that might be included in their travel brochure (materials list)
- Students should combine their research activities, photographs and illustrations into a travel brochure that highlights their country and creates a reason for tourists to visit.
- Students may use travel agency brochures as models or create their own design.

Concluding the lesson:

- After completing their brochures, students will be expected to display their brochures and make a presentation to their classmates with a summary of the information about their country. They should explain why they think their country would be an interesting place to visit.
- All brochures could be displayed on a bulletin board in the classroom, library or other location in the school.

WHAT A COUNTRY! TRAVEL BROCHURE

Grade/Level: 6-8

Materials/Equipment:

Textbooks, atlases, almanacs, computer programs, videos and other geography resources
Physical and political map of country
Commercially available travel brochures
Special purpose maps (precipitation, natural vegetation, natural resources, climate, agricultural and industrial production)
International book of recipes
Illustrations and photographs from magazines
Encyclopedias
Assorted construction paper, poster board, colored markers, pens, scissors, glue
Student Resource #1 (Evaluation Sheet)
Student Resource #2 (Data Collection Sheet)
Teacher Resource #2 (List of Participating Countries)
Videotapes of various countries
Newspaper articles from travel section or recipes from food section

Resources:

Guest speaker from another country
Local visitor's bureau information and brochures

Modified Instructional Strategies:

Students may work in pairs or small groups. For students with written expression difficulties, picture books or computer generated illustrations and materials can be accepted.

Extension or Follow-up Activities:

- Arrange a visit from a student from another country.
- Invite guest speakers who have traveled or lived in other countries.
- Set up a newspaper display of articles about the country.
- Create a "What a Country" fair displaying foods, art, traditional costumes and slides from each of the countries the students have selected .

Use of Technology:

Students can research information about their country on the computer.

Evaluation:

Teacher observations of each student's oral presentation about their country and evaluation of the brochure itself.

WHAT A COUNTRY! TRAVEL BROCHURE

STUDENT RESOURCE #1

EVALUATION SHEET

Informative:

What does it tell you? What more do you want to know?

Attractive:

Do the illustrations capture your interest? Is it easily read?

Interesting Place to Visit:

What does the brochure include that might interest you in visiting this place?

WHAT A COUNTRY! TRAVEL BROCHURE

STUDENT RESOURCE # 2

DATA COLLECTION SHEET

Geographic Landscape and Location:

- Flora/fauna:

- Historical highlights:

- Tourist attractions:

- Special events and holidays:

- Transportation/major cities:

- Recreational activities:

- Simple language phrases:

- Agricultural products:

- Industrial products:

WORLD HEALTH ISSUES

Grade/Level: 6-8

NC Standard Course of Study Competency Goal(s):

Healthful Living: Grade 6: 1.1, 1.2, 1.3
Grade 7: 1.2, 1.4
Grade 8: 1.4

Special Olympics Focus:

Students will learn about all aspects of world health issues in regard to inoculations needed to enter the United States. The lessons will focus on Special Olympics athletes who will be coming to the United States for the '99 Games.

Instructional Activity:

Opening the Lesson:

- Conduct a class discussion on recent health issues that have most recently been in the news focusing on the international arena rather than local news. Answers will vary but should include the E-coli virus, Mad Cow Disease, Ebola virus, etc.
- Conduct a class discussion on the importance of infant inoculations.
- Continue the discussion on the importance of visitors to the United States having all required inoculations. Discuss the importance of United States citizens having the proper inoculations when traveling abroad.

Developing the Lesson:

- Have students contact the local health department or use the library and Internet to research the inoculation requirements for visitors entering the United States.
- Have students develop poster displays that feature major health issues, prevention/ inoculations for world diseases and inoculation requirements for visitors entering the United States.
- Using Teacher Resource #2 (List of Participating Countries), have students research health concerns and inoculation requirements for some of the countries traveling to the United States for the '99 Games.

Materials/Equipment:

Encyclopedia
Poster board
Pamphlets on disease prevention
Glue or tape
Markers or pens
Internet
Teacher Resource #2 (List of Participating Countries)

Resources:

Local health department

WORLD HEALTH ISSUES

Grade/Level: 6-8

Modified Instructional Strategies:

Pair students needing additional assistance with students who do not.

Extension or Follow-up Activities:

- Have students do further research on some of the diseases requiring inoculations.
- Have them research the most common diseases found in the United States and compare them to some of the countries traveling to the United States for the '99 Games.
- Have students research their own immunization records to see how many inoculations they would need to travel to a specific foreign country.

Use of Technology:

Computers with Internet access

Evaluation:

Teacher observation of the depth of the information gathered by students.
Review and evaluation of the poster displays.

HIGH SCHOOL LESSONS

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

High School - Grades 9 – 12

- Cross Refrence Sheet page 111
- Americans with Disabilities Act pages 113-114
  This lesson will illustrate the role that the government and legislation have in the lives of persons with disabilities and how organizations such as Special Olympics can affect public perception and influence legislation.
- Barrier Awareness pages 115-116
  This lesson will develop students' awareness of the challenges that people with physical disabilities confront on a daily basis.
- Be Our Guest pages 117-121
  This lesson will provide students who live in towns that are serving as '99 Games host towns with an understanding of the different aspects of the visiting athlete's home country.
- Calculating Time pages 123-124
  This lesson will increase the students' awareness of the geographical location and distance from countries participating in the '99 Games to the Triangle area. Students' awareness of Special Olympics' mission and goals also will be increased.
- Friends Near and Far pages 125-126
  This lesson will give students an opportunity to communicate via e-mail with Special Olympics athletes from around the world. Students will read on-line newspapers from this country and make cross-cultural comparisons between the athlete's culture and the student's culture.
- Go Japan! pages 127-128
  This lesson will provide an opportunity for students to encourage Japanese athletes by writing cards and making pennants. Students will be encouraged to cheer athletes on during the '99 Games in Japanese.
- Training for Success pages 129-130
  This lesson will provide training and practice needed to improve ability and enhance performance in sports for all athletes.
- What is Mental Retardation? pages 131-132
  This lesson will provide an understanding of the genetic and enviornmental causes of mental retardation and its prevalence in society.

TABLE OF CONTENTS

High School - Grades 9 – 12

- Understanding Mental Retardation? pages 133-135
  This lesson will increase each student's knowledge about mental retardation and the goal, mission and benefits of Special Olympics for athletes.

- What is the Cost? pages 137-138
  This lesson will develop an understanding of international differences and similarities among countries competing in the '99 Games.

CROSS REFERENCE CHART

High School Lessons Grades 9-12	BIOLOGY	COMMUNICATION SKILLS	ECONOMICS, LEGAL, POLITICAL SYSTEMS	ENGLISH	GENERAL MATH	PE/HEALTHFUL LIVING	PRE-ALGEBRA	PSYCHOLOGY	SECOND LANGUAGE	SOCIAL STUDIES	SOCIOLOGY	WORLD CULTURES	WORLD GEOGRAPHY
Americans with Disabilities Act			•										
Barrier Awareness										•	•		
Be Our Guest				•								•	•
Calculating Time					•		•			•			
Friends Near and Far									•				
Go Japan!									•				
Training for Success		•				•							
Understanding Mental Retardation		•						•					
What Is Mental Retardation?	•							•					
What Is the Cost?			•										

AMERICANS WITH DISABILITIES ACT

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

Economics, Legal, Political Systems: 1.2, 1.3, 2.4

Special Olympic Focus:

This lesson illustrates the role that government and legislation have on the lives of people with disabilities and how organizations such as Special Olympics can affect public perception and influence legislation.

Instructional Activity:

- Using the legal statutes, have students investigate how current laws and legislation affect the lives of people with disabilities.
- Students should be given specific areas or issues to focus their research on. (Examples: the workplace, health care, education, public transportation, housing, etc.)
- Students could discuss the views different people in the community might have about meeting the legal mandates of the ADA. (Example: employee with a disability and an employer who will need to provide reasonable accommodations.)
- Students using information gathered from their research should conduct a mock trial where a student lawyer or firm of lawyers defend a person with a disability in court using the ADA as the legal decree. Other students could role play the prosecution, judge, jury and press.

Materials/Equipment:

Copies of the ADA, P.L. 101-336
Copies of pertinent North Carolina legislation related to the implementation of the ADA.

Resources:

Legislators
State and local ADA coordinators
Members of disability advocacy groups
People with disabilities

Modified Instructional Strategies:

- Students can form cooperative learning groups or pairs for the purpose of conducting research.
- Students who have difficulty with written expression could interview persons with disabilities on audio tape or video tape to find out how the ADA has affected their lives.

Grade/Level: 9-12

Extension or Follow-Up Activities:

- Students could visit the legislature to observe the legislative process.
- Students could write an article for their local newspaper describing their mock trial and what was learned in the lesson.
- Representatives from the state and local ADA office or advocacy groups could be invited to speak to the class.
- Students could write an article for their local paper giving insight into the need for ADA.

Use of Technology

Students could use the Internet to search for web sites dedicated to disability issues and current case law related to the ADA.

Students could visit one of the regional centers for the North Carolina Assistive Technology Project or the Center for Universal Design, School of Design at North Carolina State University.

Evaluation:

Teacher observation of the participation level of students in the mock trial could be used.

BARRIER AWARENESS

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

Social Studies: Law and Justice: 5, 6.1, 6.2, 6.3
Sociology: 6.1, 6.2, and 6.3

Special Olympics Focus:

This lesson will develop the students' awareness of the challenges that individuals with physical disabilities confront on a daily basis. Teachers should be aware that some Special Olympics athletes have a physical disability in addition to mental retardation.

Instructional Activity:

- Have students list reasons a person with a physical disability might have difficulty moving around certain places. Teachers may want to give specific places such as the football stadium, the school restrooms, entrances to buildings, etc.
- Discuss some of the ways individuals can be helped or hindered by their surroundings. List the responses on the board.
- Divide the class into small groups three to five students per group.
- Have each group walk around the school, listing the barriers to mobility in the restrooms, hallways, drinking fountains, etc. throughout the campus. Challenge them to find more subtle barriers (height of pay phones, counters, light switches, etc.)
- Compile a list of the ways that the school is not accessible and discuss ways it can be made accessible.
- Discuss the Americans with Disabilities Act.
- Explain to students that Special Olympics is a sports organization for people with mental retardation. Some athletes, however, also may have a physical impairment. Discuss some of the mobility barriers Special Olympics athletes with physical limitations might face within a sports facility. See Teacher Resource #22 (List of 19 Sports) for the types of facilities athletes will be using during the '99 Games.
- Discuss the concept of "universal design" and how everyone can benefit from its use.

Materials/Equipment:

Yardstick
Paper
Pencil or pen

Resources:

Instructors from the Center for Universal Design, School of Design at North Carolina State University
ADA PL 101-336

Modified Instructional Strategies:

Modifications will vary according to students' needs.

Grade/Level: 9-12

Extension or Follow-up Activities:

- Map out convenient routes to various places in the school and have students travel the route while being timed. Repeat the exercise with students being timed while using wheelchairs, crutches, braces, or a blindfold.
- Compare how long it usually takes with how long it took while simulating a physical disability. Have students write a few paragraphs describing how they felt (frustrations, etc.) when simulating the impairment.
- Have students look up the legal requirements for accessibility. Include research on local building and design codes in reference to accessibility.
- Refer to the list of inaccessible areas found during the lesson and develop a written proposal for making the school accessible.
- Have a person with a physical impairment speak to the class about the importance of accessibility.
- Have students write an article for their local newspaper outlining the information they found out during their research. Give the article a personal touch by relating the information to a real person in the community.

Use of Technology:

Access information regarding accessibility laws and building codes on the Internet. Type written documents on the computer.

Evaluation:

Teacher observation of the students discussions and evaluation of written work.

BE OUR GUEST

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

English: 1.1, 1.2, 2.2, 3.1, 3.2, 4.2
World Geography: 1.1, 1.3, 2.1, 2.2, 3.1, 4.1, 4.3, 5.1, 5.2, 6.1, 8.5, 8.6
World Cultures: 2.2, 3.3, 3.4, 4.3, 5.1, 5.3, 6.1, 6.2, 7.1

Special Olympics Focus:

Students in towns serving as '99 Games Host Towns will familiarize themselves with different aspects of the visiting athletes' country.

Instructional Activity:

Opening the Lesson:

- Explain that Special Olympics athletes from all over the world are coming to North Carolina for the '99 Games -see Teacher Resource #2 (List of Participating Countries). Check Teacher Resource #11 (Host Town Matches) to see which delegation will be traveling to your community to participate in the Host Town Program.
- Ask each student to think of one fact shared by their town and the visiting athlete's country. The name of the country and each fact will then be written on small pieces of paper.
- Have students place their facts on a large piece of posterboard or butcher paper with the participating country's name on it. Place facts that are the same, one above the other. See Student Resource # 1 (Guest Country Survey).
- Teacher will then ask, "What is the most commonly known fact about _____ country?," and "What is the least known fact?"

Developing the Lesson:

- Teacher will assign "Special Reports " on specific topics related to the guest country. Encourage them to include visual aids (graphs, pictures, posters, charts, etc.). See Student Resource #2 (Guest Country Suggested Topics).
- Have students present their reports to the class.

Materials/Equipment:

Magazines
Resource books
Encyclopedias
Atlas
Student Resource # 1 (Guest Country Survey)
Student Resource # 2 (Guest Country Suggested Topics)
Teacher Resource # 2 (List of Participating Countries)
Teacher Resource #11 (Host Town Matches)

BE OUR GUEST

Grade/Level: 9-12

Resources:

Teacher Resource #10 (Global Messenger Program Directory)
Web sites for guest countries
www.99games.com
Interview people from the guest country

Modified Instructional Strategies:

- Use of cooperative learning groups
- Abbreviated assignments

Extension or Follow-up Activities:

- Have a guest country presentation. Invite host families. Serve guest country foods.
- Repeat the survey activity at the end of the presentations and compare the differences in the "facts" about the guest country.
- Establish pen pals from guest country, either through postal services or e-mail.

Use of Technology:

Computers with Internet access (web sites and e-mail)
See International Database Lesson (these two lessons are compatible)

Evaluation:

Teacher evaluation of presentations.

BE OUR GUEST

STUDENT RESOURCE #1

Guest Country Survey

SWEDEN

		It's in Europe		
		EUROPE		
		European Country		
	COLD	*Europe*		
	Has a cold climate	In Europe	Winter Sports	
Has a King	It's cold	It's in Europe	Has skiing	Makes Volvos

109

GUEST COUNTRY TOPICS

STUDENT RESOURCE #2

TOPIC # 1

Describe the form of government currently used in the guest country. How long has this form of government been used? Is it stable?

TOPIC # 2

Describe and identify landforms in the guest country. Describe the geographic regions (example: borders, rivers, climate, etc.). Discuss any natural disasters that may have affected the country.

TOPIC # 3

Describe the economy of the guest country. What kind of currency is used? What is the standard of living? What type of industry is in the country?

TOPIC # 4

Describe the religious and family structure of the guest country. Discuss customs in everyday life.

TOPIC # 5

Describe the educational and employment opportunities of the athletes in the guest country.

TOPIC # 6

Compare and contrast the government, economy and customs of the guest country and the United States.

CALCULATING TIME

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

General Math: 5.3
Pre-Algebra: 3.4 ,5.1
Social Studies: World Geography:1.1, 1.2, 1.3, 2.1, 2.2, 9.1, 9.2, 9.3
Legal and Political Systems Goals: 1.1, 1.2, 1.3, 2.1

Special Olympics Focus:

This lesson will increase the students' awareness of the geographical location and distance from countries participating in the '99 Games to the Triangle area in North Carolina. The lesson also will increase students' awareness of Special Olympics' mission and goal.

Instructional Activity:

Opening the Lesson

- Distribute Teacher Resource #13 (Fast Facts about the '99 Games) to students. Ask students what they already know about Special Olympics (background, competitions, athletes, etc.). Refer to the Pages xvii - xviii for the History of Special Olympics to get more background information about Special Olympics.
- Ask students to share with the class information about trips they have taken and the time it took to travel.
- Ask students to share how they felt after the trip (tired, stressed from adapting to a different culture, etc.).

Developing the lesson

- Hand out Teacher Resource #2 (List of Participating Countries).
- Ask students to research the air distance from 10 of the participating countries to Raleigh/Durham airport (use encyclopedia, atlases or other resources).
- Instruct students on calculating the average time of travel using the formula: T=D/R
- Call an international airport to determine the average air speed of international flights.
- Have students discuss the way Special Olympics athletes and coaches traveling from those 10 countries might feel (physically) based on the amount of travel time it will take to reach North Carolina. Discuss how they are no different than the students in class in the way they will feel upon arrival.

Materials/Equipment:

Teacher Resource #2 (List of Participating Countries)
Teacher Resource #13 (Fast Facts about the '99 Games)
Resources (encyclopedia, atlases, the Internet)
Calculators, pencil, paper, computer (optional)

CALCULATING TIME

Grade/Level: 9-12

Resources:

International airport personnel

Modified Instructional Strategies:

- Students with weak math skills, could be paired with other math students or allowed to use calculators.
- Use computer software to access encyclopedia information

Extension or Follow-up Activities:

Collect fast facts using encyclopedias or the Internet to compare populations, per capita income and literacy rate of the United States versus other countries participating in the '99 Games.

Use of Technology:

Use computer programs (i.e., Grolier's) to access encyclopedia information.
Use the Internet to find out facts about other countries (distance from United States, population, etc.).
Use the computer to calculate travel time to the U.S. from other countries.

Evaluation:

Teacher checking for accuracy of the calculations.
Teacher testing on time calculation.
Teacher testing on facts about the '99 Games.
Teacher observation of the use of computer software and the Internet.
Teacher testing on computer skills.

FRIENDS NEAR AND FAR

Grade/Level: 9-12

NC Standard Course of Study Competency Goal (s):

Second Languages: Writing: 3.1, 3.3
Reading: 3.1, 3.5

Special Olympics Focus:

Students will communicate via e-mail with Special Olympics athletes from around the world. Students will read newspapers (on-line) from this country and compare the athlete's culture and their culture.

Instructional Activity:

Note: The e-mail communication activity will take place over several weeks or months; the newspaper activity will require approximately two to three days.

- Have students do Internet searches to locate Special Olympics programs that have Internet connections and e-mail capabilities. Teachers may do this work in advance in order to have the name of an athlete, his/her home country and hometown, school name and e-mail address, if available. Teachers locate a partner school (see attached Resources) from the athlete's hometown, and each student is paired with a student from the other school. The partner school will be from the athlete's hometown, if possible; if not, then from the athlete's country.
- Together with the class, generate a list of possible topics for discussion. Topics may include sports, hobbies, school routines, dating, clothes, food, work, the environment and problem areas such as drugs and alcohol, etc. Topics should be relevant to adolescents.
- Have each student compose a survey of questions related to one of the discussion topics. On a weekly basis, students e-mail their surveys to their partner at the other school. In addition, they will answer any questions the partner school may send to them.
- Have each student write a short essay on cultural similarities and differences. This can be done as a paper, in a journal, or, depending on the nature of the relationship with the partner school, on-line as a shared paper between both students and turned into each teacher.
- In between the e-mail sessions, students will be viewing newspapers from the target country (see Resources, below). In small groups (2-3), they are to find a news item that is covered in both a newspaper here and a newspaper from the other country. (The Internet link provides connections to newspapers from all over the world, some of which are published in English). Students read both articles and list differences/similarities with regard to: point of view, interpretation of events, political "slant" (if any), etc. Students record their ideas in two columns on "butcher" paper with markers.
- After students analyze their own articles, each group shares its list with the class. The teacher makes notes of any recurring ideas and/or unique viewpoints. Together, students try to synthesize the data into a summary of possible cultural similarities, differences and perspectives observed through the newspaper medium.

FRIENDS NEAR AND FAR

Grade/Level: 9-12

Materials/Equipment:

Access to computers with Internet and e-mail capabilities
Internet addresses of newspaper sources
E-mail exchanges (see resources below)
Butcher paper
Markers

Resources:

E-mail exchange: www.stolaf.edu/network/iecc
Internet newspapers: www.newslink.org/news
Teacher Resource # 2 (List of Participating Countries)

Modified Instructional Strategies:

- Students can work in pairs or small groups with the e-mail exchange rather than individually. In place of a written assignment, the teacher could assign an oral presentation.
- This lesson could also be used in a foreign language or ESL class with students at an intermediate level. Students would correspond with a country that speaks the target language and all communication with the partner school would take place in that language.
- With some classes, only the e-mail or newspaper portion of the assignment can be used.
- For those students with difficulties reading the computer screen, the e-mail messages can be read aloud.
- For those schools without Internet/e-mail access, students can compose a single survey and send it via "snail mail" to the athlete's school. However, unless the teacher has access to an actual printed newspaper, the newspaper activity could not be done without use of the Internet.

Extension or Follow-up Activities:

- As a variation, a single survey can be sent to several schools in many different countries, and comparisons made accordingly.
- After completing the newspaper activity, the students could write a news report about Special Olympics preparations, writing it from the perspective of the other country (and in the language, if in a language class).
- Students could compile their individual news articles *(from activity above)* into a class newspaper.
- Students could send authentic local newspaper articles about Special Olympics preparations to their partner school.

Use of Technology:

Internet research
E-mail
Word processing

Evaluation:

Teacher observation, class discussion, completed articles, oral presentations.

GO JAPAN!

Grade/Level: 9-12/Novice-Intermediate Japanese students
(Note: This lesson could be adapted to include other countries and languages.)

NC Standard Course of Study Competency Goal(s):

Second Languages: Speaking: 1.2
Writing: 1.1
Culture: 5.2, 5.6, 6.1, 6.2, 6.5, 7.1, 7.4

Special Olympics Focus:

Students will encourage Japanese athletes by writing cards and making pennants. Students also will be encouraged to cheer athletes on in Japanese during the '99 Games.

Instructional Activity:

Introduce Special Olympics athletes to your class.

- Learn how to pronounce Japanese names with the title of "senshu." Give the list in Kanji with Furigana.
- Search the Internet for information about the Special Olympics Japan Program. E-mail them to see if they can share information about some of their athletes attending the '99 Games.
- Share this information with the class in English.
- Locate cities in Japan where the athletes live.
- Learn sports names in Japanese. Give the list in Katakana.

Learn how to cheer Japanese athletes during competition.

- Learn phrases to cheer athletes in Japanese and the situations in which they can be used, e.g. Gambare! Iizo! Ike! Donmai! Yatta! Give students the list.
- Watch the '99 Games Promotional Video and practice the cheering phrases.

Write good luck cards to Japanese athletes.

- Show an example of a good luck card.
- Brainstorm what they may want to write in the cards. A teacher gives the translation and explains the grammar briefly on a blackboard, e.g. Gambatte kudasai. Tanoshinde kudasai. Ooen shite imasu. (Note that the style is much more polite than that of colloquial cheering.)
- Write the cards in Japanese.
- Send the cards to the Japanese delegation of athletes. Use the Internet to obtain their mailing address.

Make pennants (Group activity)

- Form groups and decide which sport team or athlete they will be making the pennants for.
- Make pennants using the lists given in activities A, B and C.
- Hang the pennants in a hallway of your school.
- Cheer the athletes at the Games with the banners.

GO JAPAN!

Grade/Level: 9-12/Novice-Intermediate Japanese students
(Note: This lesson could be adapted to include other countries and languages.)

Materials/ Equipment:

Picture cards of sports
Map of Japan
Blank cards
'99 Games Promotional Video
Blank cards
Construction paper or cloth for banner
Color pens or paint

Resources:

'99 Games Promotional Video

Modified Instructional Strategies:

- Students can make presentation in groups about the athletes' biographies and backgrounds.
- Students can play a sport and practice cheering in Japanese.
- Advanced students can write a letter in a formal form.

Extension or Follow-up Activities:

Learn names of medals and prizes in Japanese.
Report results of Japanese team in Japanese, e.g. "~ senshu wa kin-medaru deshita."

Use of Technology:

Internet research
Japanese word processing (for advanced students writing letters)

Evaluation:

Teacher observation, completed projects and accuracy and fluency of Japanese language use.

TRAINING FOR SUCCESS

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

PE/Health: 7, 9
Communication Skills: 1, 2, 3,4

Special Olympics Focus:

This lesson will provide training and practice needed to improve ability and enhance performance in sports for all athletes (including Special Olympics athletes).

Instructional Activity:

Opening the Lesson:

- Introduce Special Olympics to students by showing the seven minute '99 Games Promotional Video (Teacher should be familiar with Special Olympics information found in the back of the resource guide in order to answer questions).
- Brainstorm a list with the class about the sports they think Special Olympics athletes will be competing in during the '99 Games. List answers on the board. After completion of this activity, provide the list of all Special Olympics sports being held during the '99 Summer Games. See Teacher Resource # 22 (List of 19 Sports).

Developing the Lesson:

- Ask students to select one sport to research. Order a Special Olympics Sports Skill Guide for that sport from the Department of Public Instruction (see the appendix for details). Make sure that students explore the following:
  - Rules and regulations
  - Physical requirements
  - Possible modifications
- Have students design a six-month training program for an athlete. Make training program adaptable for:
  - Beginners
  - Intermediate
  - Advanced levels
- Have students prepare information and present to class both orally and in written form.
- Have students select one sport and follow the training program for one week. (Groups would work well.) Have them keep data on their program and performance. Extend time if appropriate.

Materials/Equipment:

Charts for recording progress for a one-week training program
Computers
Manuals for specific Special Olympics sports
Teacher Resource #22 (List of 19 Sports)

TRAINING FOR SUCCESS

Grade/Level: 9-12

Resources:

Local coaches and/or athletic trainers
Teacher Resources #14-#20 (Athlete Biographies)

Modified Instructional Strategies:

- Group students
- Abbreviated assignments
- Extended time

Extension or Follow-up Activities:

- Students follow a training program for a longer period
- Pair students with Special Olympics athletes for coaching/training purposes. (This could tie into Volunteer Program or Community Service requirement for graduation).
- Pair students with Special Olympics athletes to form Unified Sports® teams – contact Special Olympics North Carolina for more information about Unified Sports®.
- Interview Special Olympics athletes about their training regiment. See Teacher Resources #14-#20 for Athlete Biographies.

Use of Technology:

Computers with Internet access

Evaluation:

Student participation
Teacher observation
Student evaluation of peers, data collection and accuracy of written reports.

WHAT IS MENTAL RETARDATION?

Grade/Level: 9-12

NC Standard Course of Study Competency Goal(s):

Biology: 2.13, 5.2.7.1
Psychology: 2.1, 2.2, 2.3

Special Olympics Focus:

Students will learn about the genetic and enviornmental causes of mental retardation and its prevalence in society.

Instructional Activity:

Opening the Lesson:

- Ask students if they know any individuals with mental retardation and if they know what caused the mental retardation.
- Present the definition of mental retardation (see Teacher Resource # 9 – Facts About Mental Retardation)

Developing the Lesson:

- Ask the students to create a hypothesis about the causes of mental retardation.
- List syndromes associated with mental retardation on the board (Down syndrome, Fragile X syndrome, Fetal Alcohol Syndrome, etc.).
- Have students choose a syndrome and use medical journals, the Internet and other resources to prove or disprove their hypothesis.
- Have students type their findings, documenting sources correctly and present their findings to the class.

Materials/ Equipment:

Medical journals
Encyclopedias
Science textbooks
Newspaper and magazines
Computers
Teacher Resource #9 (Facts About Mental Retardation)

Resources:

Guest speakers (Optional – See Extended Activities)
Teacher Resource #10 (Global Messenger Directory)

WHAT IS MENTAL RETARDATION?

Grade/Level: 9-12

Modified Instructional Strategies:

- Allow students to work in pairs or small groups

Extension or Follow-up Activities:

- Have a geneticist speak to the class about the presence of or early detection of genetic problems.
- Have a Special Olympics North Carolina Global Messenger (see Teacher Resource #10) speak to the class about living with mental retardation.
- Have a parent of a child with mental retardation speak to the class about his/her child's disability. Ask if the cause of mental retardation is known. Ask if science has discovered preventions now for that particular cause.

Use of Technology:

Computers with Internet access

Evaluation:

Evaluation of research findings and presentations.

UNDERSTANDING MENTAL RETARDATION

Grade/Level: 9-12

NC Standard Course of Study Competency Goals:

Psychology: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
Communication and Language Arts: 1.1, 1.3, 2.1, 2.3, 3.1, 3.3, 4.1, 4.3

Special Olympics Focus:

This lesson will increase each student's knowledge about mental retardation and the goal, mission and benefits of Special Olympics for athletes with mental retardation.

Instructional Activity:

Opening the Lesson:

- Present information about mental retardation – its causes, prevalence and prevention. See Teacher Resource #9 (Facts About Mental Retardation) for specifics.
- Present information to students about Special Olympics – its goal, mission, and benefits (see the Introduction section of the guide for background information). Show students the '99 Games Promotional Video (seven minutes) and go over Teacher Resource #13 (Fast Facts about the '99 Games).
- Ask students to share with the class any experiences they have had with people with mental retardation. Invite an exceptional teacher or other mental retardation expert to talk to the class about issues involving people with mental retardation.

Developing the lesson:

- Break the class into small groups and assign each group one of the topics found on Student Resource #1 (Topics for Discussion).
- Have students discuss their topic, research information to back up their initial responses to the topic (interview people outside the class, talk to a person with mental retardation, etc.) and organize their information for a presentation to the class.
- Have each group present to the class the findings on their topic.
- After each group presents, the teacher should lead a short discussion with the rest of the class asking for feedback. Do they agree with the findings/responses of the presenters? Have they had any experiences that might add more insight into the topic?

Materials/Equipment:

Teacher Resource #9 (Facts About Mental Retardation)
Teacher Resource #13 (Fast Facts about the '99 Games)
Student Resource #1 (Topics for Discussion)
'99 Games Promotional Video
Exceptional teacher or mental health professional

Resources:

Local Arc
Special Olympics North Carolina Local Coordinators/ Agency Reps. – see Appendix section
Dealing with Differences, Corwin Press, 1997

UNDERSTANDING MENTAL RETARDATION

Grade/Level: 9-12

Modified Instructional Strategies:

Discussion questions read aloud.
Put students in small groups to enhance discussion.

Extension or Follow-up Activities:

- Using the book Dealing With Differences, use individual and group exercises in Chapter 6, "Disability and Ableism," to increase students' knowledge of labels, disabilities and appropriate language to use when referring to persons with disabilities.
- Assign students research projects on various aspects of mental retardation.
- Contact the local Arc and obtain information about services, opportunities and resources for people with mental retardation. Write a report on the findings.
- Interview the family of a person with mental retardation.
- Interview a Special Olympics athlete from your school or local community.
- Have students access the Internet and research web pages of organizations that have information on mental retardation such as the Arc or the Council for Exceptional Children.

Use of Technology:

Computers with word processors to type reports
Internet

Evaluation:

Teacher observation of students in small discussion groups.
Review of student reports.

UNDERSTANDING MENTAL RETARDATION

STUDENT RESOURCE #1

Topics for Discussion

Topic 1
Why are some students with mental retardation in special classes?

_____

Topic 2
Why do most students with mental retardation not participate in school athletics?

_____

Topic 3
Do people with mental retardation feel the same emotions as their peers without mental retardation?

_____

Topic 4
How do you think students with mental retardation feel when others ignore them or call them names?

_____

Topic 5
Why do many people make fun of or avoid persons with mental retardation?

_____

Topic 6
How will sheltering and/or isolating people with mental retardation decrease their opportunities?

_____

Topic 7
How can Special Olympics improve the acceptance of people with mental retardation?

_____

Topic 8
How can Special Olympics increase an athletes feeling of being "normal"?

_____

Topic 9
How do the brothers and sisters of people with mental retardation feel about the accomplishments and setbacks of their sibling? How does this affect their family?

_____

WHAT IS THE COST?

Grade/Level: 9-12

NC Standard Course of Study Competency Goal (s):

Economics, Legal, and Politics System: 3.4, 4.8, 5.6, 5.8

Special Olympics Focus:

Students will develop an understanding of the differences and similarities among countries competing in the '99 Games.

Instructional Activity:

- Discuss with students the terms "cost of living", income, housing, food and other expenditures.
- Discuss terms related to currency and the conversion of currency (types of money, exchange rate, devaluation, federal reserve etc.)
- Distribute Teacher Resource # 2 (List of Participating Countries). Using a world map, have students locate each participating country. Discuss how each country's location and size may affect economic status and cost of living.
- Have students form groups of two or three. Within their group they need to choose three countries to research and find the following information: annual income, housing cost, food cost, gas/travel costs and other expenditures determined by teacher.
- Upon completion of research, groups should choose one of their three countries to find the daily exchange rate. Students should plot the fluctuation of the daily exchange rate for one week.
- Have each group produce written reports using computers or word processors.
- Have class discussions and/or presentations of each groups findings to culminate the activity.

Materials/Equipment:

Computer/Internet access
Calculators
Money samples (optional)
Oxford Atlas of the World for annual incomes
Teacher Resource # 2 (List of Participating Countries)

Resources:

Travel agent

WHAT IS THE COST?

Grade/Level: 9-12

Modified Instructional Strategies

- Heterogeneous grouping
- Abbreviated assignments/extended time
- Teacher assistance

Extensions or Follow-up Activities:

- Students will plan a trip to a country that uses a different form of currency. Discussion will be based on that country's exchange rate.
- Class discussion on "Opportunity Cost" of choosing trip/vacation destination. Consider all aspects of travel. Consult a local travel agent or use the Internet for information.
- Have students discuss how much it costs for a Special Olympics athlete to train for competition. Look into how Special Olympics is funded (see Page 227 of the Appendix section).

Use of Technology:

Computer/word processor
Internet access

Evaluation:

Student presentations
Data and written reports
Peer evaluation
Teacher observation/evaluation

SPECIAL ADAPTED LESSONS

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

Special Adapted Lessons for Exceptional Children - Non-Graded

- A World of Color pages 143-149
  This lesson will give students a chance to identify colors, improve fine motor skills, coloring skills and practice following directions while learning about some of the countries competing in the '99 Games.

- Edible Medals pages 151-152
  In this lesson students will learn more about the medals that Special Olympics athletes will receive at the '99 Games.

- Hula Hoops and Beans pages 153-154
  This lesson will introduce students to the skill of throwing, which is used in many Special Olympics competitions.

- Hunt for Sports pages 155-156
  This lesson will allow students to participate in a scavenger hunt for sports equipment, similar to the equipment used by Special Olympics athletes.

- Ready, Set, Pack! pages 157-158
  This lesson will provide students an opportunity to practice packing a suitcase to go on a trip, just like athletes will have to do to attend the '99 World Games.

- Sports Around the World pages 159-170
  This lesson will allow students to become familiar with events in which athletes will be competing in during the '99 Games.

A WORLD OF COLOR

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s);

Does not apply. This lesson will provide opportunities for color identification, fine motor skills, coloring skills, language stimulation and following directions.

Special Olympics Focus:

Students will color a flag from one of the countries that will be sending athletes to the '99 Games.

Instructional Activity:

- Depending on the students' ability level, a short group lesson on colors before this activity may be needed.
- Ask the students which country they live in. Tell them every country has a flag. Show them the flag of the United States of America. Talk about the colors on the flag. Ask them to name other things that are the same colors as the flag.
  Example: Red – apples, a stop sign, a student's shirt
  White – clouds, snow, athletic shoes
  Blue – the sky, a student's eyes, water
- Discuss with students that athletes from other countries will soon be coming to North Carolina for the '99 Games and they will be bringing their country's flag to display.
- Tell the students they are now going to color a flag from another country. Teachers will need to research the proper colors for each of the section of the flags. The colors you will need are red, white and blue.
- Pass out one flag to each student and one to the teacher, Student Resource # 1 (Flag of France), and the coloring instruments that have been selected.
- Using the flag guide below, the teacher will color one section on his/her sample flag and then have the students color that section on their flag.

France | Luxembourg | Japan

- Continue until the entire flag is colored.
- Review the colors and then display the flags.
- Repeat the above steps with Student Resource #2 (Flag of Luxembourg) and then Student Resource #3 (Flag of Japan).

Materials/Equipment:

A flag handout for each student – Student Resources #1, #2, and #3.
Coloring instruments – crayons, markers, colored pencils or finger paints
Flag of the United States

A WORLD OF COLOR

Grade/Level: Not graded

Modified Instructional Strategies:

Instead of coloring, students can tear up pieces of construction paper and glue them on the flag.

Extension or Follow-up Activities:

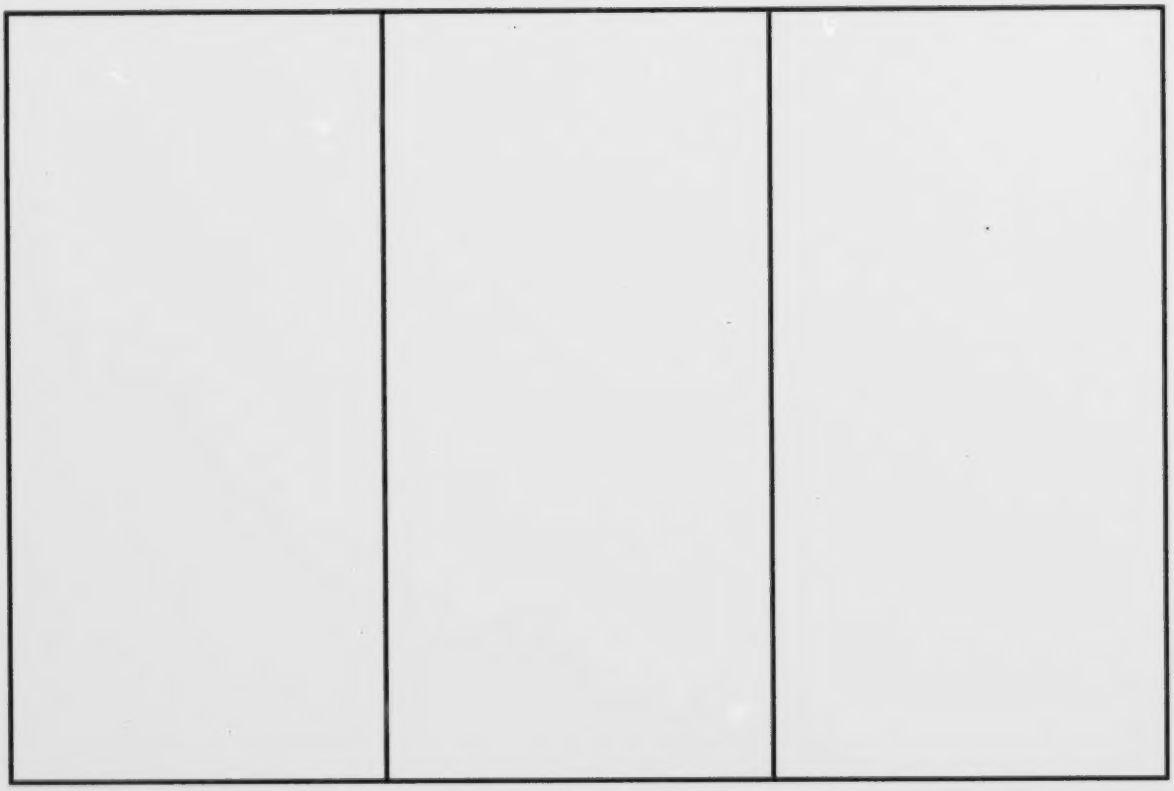
- Make one big class flag that students can color together.
- Display the flags on a bulletin board related to color words.
- For snack, eat red, white and blue ice pops (Bomb Pops and Firecrackers) and show how they have the same three colors as the United States flag

Evaluation:

Completion of the activity.

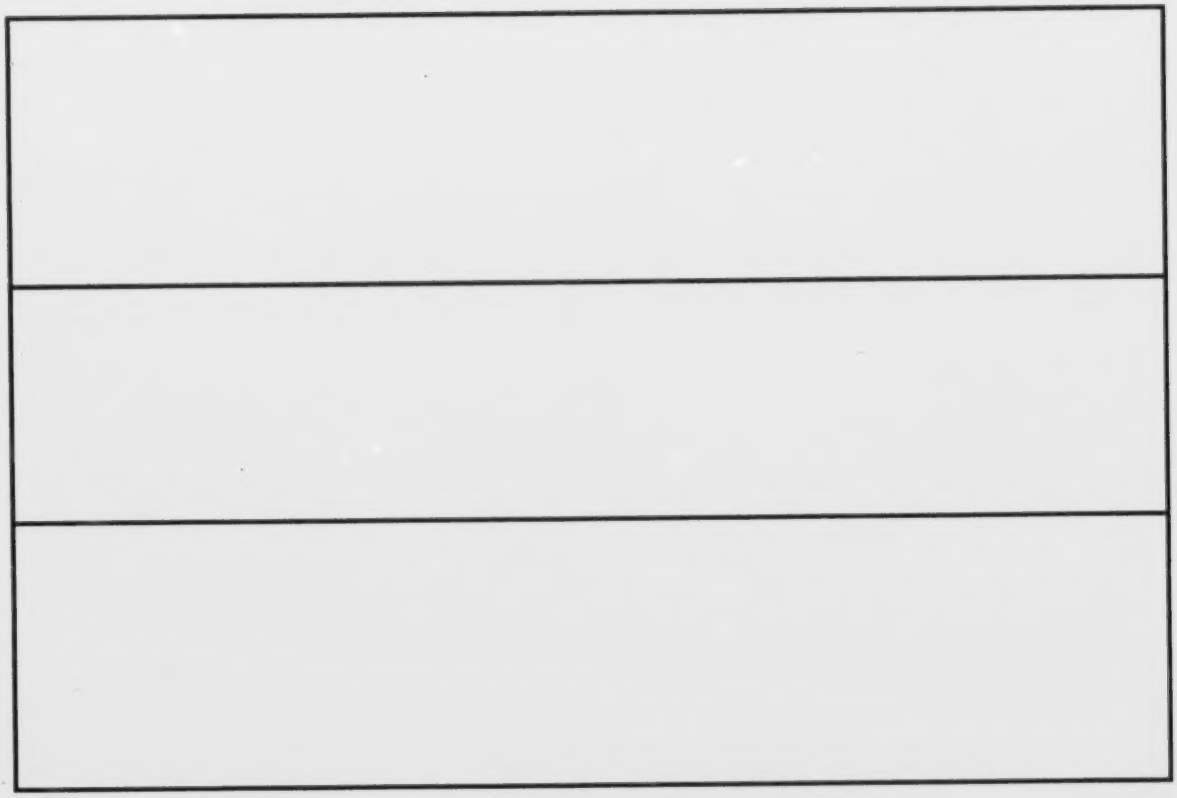
FLAG OF FRANCE

STUDENT RESOURCE #1



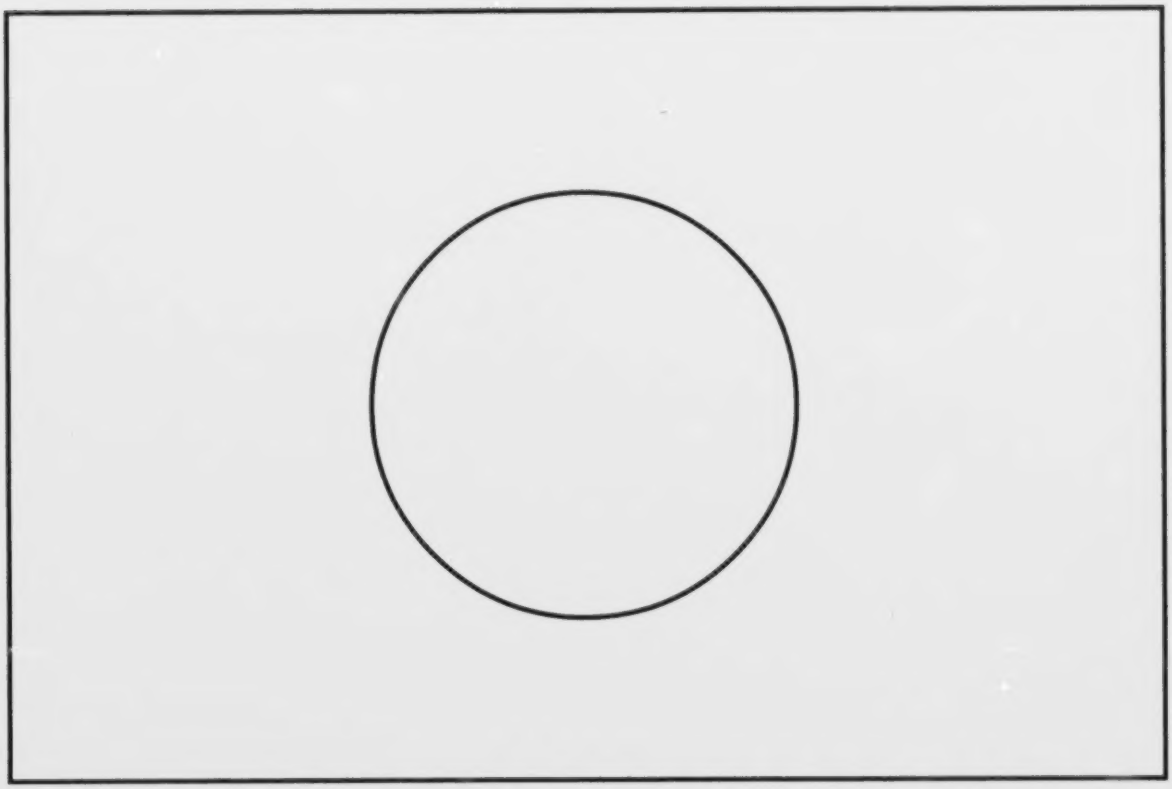
FLAG OF LUXEMBOURG

STUDENT RESOURCE #2



FLAG OF JAPAN

STUDENT RESOURCE #3



EDIBLE MEDALS

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s):

Does not apply. This lesson does provide experiences in fine motor skills, grasping, taking turns, communication skills, following directions, shape identification and feeding skills.

Special Olympics Focus:

Students will learn about the medals that some athletes will receive when they compete in the '99 Games and then make a cookie medal.

Instructional Activity:

- Have students seated around a table where they will be able to decorate cookies.
- Tell the students that athletes from around the world will soon be coming to North Carolina and compete to win medals in the '99 Games.
- If a real medal is available, show it to the students. Talk about the color, shape and how hard it feels. Allow each student to touch and hold the medal. Explain that different colors are for different places.

  Gold = 1 Silver = 2 Bronze = 3
- Tell the students that they are going to make medals that they will be able to eat.
- First, prepare the medal toppings in a bowl. Have the students help with the stirring.

  1st place bowl – mix a couple drops of yellow food coloring into white frosting

  2nd place bowl – place silver candy balls or granulated sugar in a bowl

  3rd place bowl– place brown sugar in a bowl
- Give each student a plate and a cookie.
- Each student will need to spread a thin layer of white frosting on the cookie.
- Give assistance when needed throughout the activity.
- Ask each student which medal they would like to make – 1, 2, or 3.
- Have the student spread or spoon the colored topping over the iced cookie medal.
- Use the writing icing to write 1, 2, or 3 on top of the medal.
- Have students make a couple different color medals if time permits.
- Have students show off their finished medal to their classmates.

Materials/Equipment:

Cookies – the large store bought sugar cookies work well.
Decorating items:
White frosting
Yellow food coloring
Brown sugar
Silver candy balls (located in the baking aisle) or granulated sugar
Tube of writing icing, any color
Napkins
Plates – one for each student
Bowls – 3
Bowls for mixing and spreading
Spreading knives

EDIBLE MEDALS

Grade/Level: Not graded

Resources:

Check with the physical education department to see if they have any medals to show the students. A participant in the local Special Olympics also may have a medal to show.

Modified Instructional Activities:

If the students are unable to eat cookies, the same activity may be completed with construction paper, crayons and some type of glitter.

Extension or Follow-up Activities:

An alternative to using store bought cookies is to make your own. Bake them as a class before you make the Edible Medals. The slice and bake cookies work well because they bake into a circle.

Evaluation:

Completed Edible Medals to eat after the activity.

HULA HOOPS AND BEANS

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s):

Does not apply. This lesson will provide experiences which will encourage gross motor skills, sensory stimulation, grasping, color identification, shape identification, taking turns, following directions and language development.

Special Olympics Focus:

This lesson will introduce the students to throwing, which is used in many Special Olympics athletic competitions.

Instructional Activity:

- Begin by determining the best location to put two to three hula hoops. You may choose to hang them from the ceiling, tape them to a table, tape them to the floor, hold the hoops in front of the students or tape them to the top of a wheelchair tray.
- Tell the students they are going to learn how to throw a bean bag through a hula hoop. Discuss with students the different Special Olympics sports where throwing is necessary. See Teacher Resource #22 (List of 19 Sports) for more information.
- Allow each student to touch the bean bag.
- Discuss the shape of the bean bag and the hula hoops.
- If the students are able to wait in line, have them line up and take turns throwing the bean bag through the hula hoops. Adjust the distance based on the students' ability levels.
- Use the command, "On your mark, get set, throw" to let each student know when to throw the bean bag through the hoop.
- If the students are unable to line up, take turns handing the bean bag to each student and assist them if needed to throw the bean bag through the hoop.
- The hula hoops can be also placed directly next to a person who can not throw. Encourage the student to grasp the bean bag and then release it over the hula hoop.
- If students are able to identify colors, tell them to throw the bean bag through a specific color hula hoop.
- Encourage the students to cheer for their classmates as they throw.

Materials/Equipment:

Hula hoops (2-3 in different colors)
Bean bags
Tape
String
Teacher Resource #22 (List of 19 Sports)

Resources:

The physical education department may be able to help obtain the hula hoops and bean bags.

HULA HOOPS AND BEANS

Grade/Level: Not graded

Modified Instructional Strategies:

Ideas for modification are included.

Extension or Follow-up Activities:

- Students may keep individual scores and make a class chart.
- Students may be awarded participant medals when completing the activity similar to the experience of athletes competing in the '99 Games.

Evaluation:

Were all of the students able to participate?
Did students enjoy themselves?

HUNT FOR SPORTS

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s):

Does not apply. This lesson does provide experiences in object identification, sensory stimulation, gross motor skills, fine motor skills, attention span, socialization, following directions and listening skills.

Special Olympics Focus:

Students will participate in a scavenger hunt for sports equipment that will be used by athletes during the '99 Games.

Instructional Activity:

- Hide the sports equipment around the classroom. Put one of each item aside to show the students what they will be looking for. This lesson may also be done in a gymnasium if students will have trouble locating the sports equipment in a hidden setting.
- After students have come together as a group, talk about the fact that there are many sports that people play. Soon athletes from all over the world will be coming to North Carolina to participate in the '99 Games. Tell the students that some of these athletes will need to use sports equipment to compete in their sport.
- At this time, show and talk about each piece of equipment that will be used in the scavenger hunt.
- Allow the students to touch and hold each piece of equipment. Talk about the color, weight and texture of the item.
- Tell the students that the equipment they have just seen has been hidden throughout the room.
- The students' method for finding the equipment will depend on their ability level.
- If the students can read, give them a list of the equipment that they are to find and have them check off each item as they find it.
- You may choose to show one piece of equipment at a time and have the students locate that particular item and bring it back to a designated location.
- Once all the equipment has been found have all the students come together as a group.
- Total up the items to make sure that they have all been found. Review what each piece of equipment is used for.

Materials:

Suggestions for sports equipment (two of each item):

Softballs
Bats
Golf clubs
Tennis racket and balls
Swimsuits
Goggles
Athletic shoes
Soccer balls
Bocce balls
Roller skates

HUNT FOR SPORTS

Grade/Level: Not graded

Resources:

Most of the equipment can be obtained from the physical education department.

Modified Instructional Strategies:

Some ideas for modification are included.
Pair each student with a peer helper.
Make teams that can work together to find equipment.

Extension or Follow-up Activities:

Relate the sports equipment to the students' leisure activities.
Pick a sport to focus on once a week.

Evaluation:

Completion of the activity.

READY, SET, PACK!

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s):

Does not apply. This lesson will provide opportunities for identifying and selecting clothes, fine motor skills, following directions and attending to a task.

Special Olympics Focus:

Students will pack a suitcase just like athletes will be doing when they travel to North Carolina for the '99 Games.

Instructional Activity:

- Explain to your students that they are going to pack a suitcase just like athletes will be doing when they travel to North Carolina for the '99 Games.
- As a group, identify each piece of clothing and what part of your body you wear it on.
- The game may be conducted in several ways:
  - The class may work as a group using one suitcase. Students are called on one at a time to put a specified piece of clothing into the suitcase.
  - The class may be divided into teams with two to three students sharing a suitcase.
  - Students may work individually, each with their own suitcase. Clothing items for each student would be needed.
- Once it has been determined which game format is appropriate for the students, the game can begin.
- Place the clothing items in the middle of the group. The clothes may be separated into piles or placed in one big pile.
- Explain to the students that the teacher will tell them which piece of clothing to pack by saying, "On your mark, get set, pack a (pick a clothing item), go." When students hear the word "go" they are to find the stated item and put it in their suitcase.
- Continue until all clothing items have been packed.

Materials/Equipment:

Suitcases or duffel bags
Clothing items – T-shirts, shorts, sweats, tennis shoes, swimsuits, towels, hats.

Resources:

Clothing may be borrowed from the school's lost and found.
Have students bring in clothing items. Label students' clothing so that each item makes it back to the correct home.

READY, SET, PACK!

Grade/Level: Not graded

Modified Instructional Strategies:

Ideas for modification are included.

Extension or Follow-up Activities:

- Practice folding the clothes before they are packed. Place folded clothes into the suitcase.
- Have students make a list of the clothing items they will need to pack.
- Pack a bag with items such as a toothbrush, toothpaste, deodorant, a brush, etc.
- Take a trip to the airport to see how most of the athletes and their suitcases are going to get to North Carolina for the '99 Games.

Evaluation:

Did the students understand what they are supposed to do?
Did they have fun while learning about clothing?

SPORTS AROUND THE WORLD

Grade/Level: Not graded

NC Standard Course of Study Competency Goal(s):

Does not apply. This lesson will provide opportunities that encourage naming sports, grasping, following directions, language development, coloring skills and cutting skills.

Special Olympics Focus:

Students will become familiar with some of the sporting events that athletes will be participating in during the '99 Games.

Instructional Activity:

- As a sample, copy Student Resources #1-#5 (Sport pictures). Enlarge, color, and laminate if possible. Make a sample mobile.
- Discuss with the students that there are many sports. Tell them that soon athletes from all over the world are going to come to North Carolina to participate in the '99 Games.
- Share with them the sample mobile. Have individual students name the sports. Talk about the sports one at a time.
- Give each student a copy of Student Resource # 1-#5 (Sport pictures).
- Have the students color each picture. It is easier to have them color the entire sheet before they are cut apart.
- Carefully cut pictures apart. Give assistance when needed.
- Have students punch a hole at the top of each picture.
- Pass out one piece of string/yarn for each picture to each student.
- Have students thread the string/yarn through the hole in the picture.
- Assist with making a knot.
- Tie each picture to the coat hanger. As the pictures are being tied, have the student name the sport that is being tied.
- A piece of tape over the knot on the hanger will help prevent it from sliding.
- Hang the completed mobiles in the classroom and enjoy.

Materials/Equipment:

Student Resources # 1-#5 (Sport pictures). Copy onto card stock if possible.
Crayons or markers
Scissors
String or yarn
Hole punch
Coat hangers
Tape

Modified Instructional Strategies:

- Pair each student with a peer helper to assist with cutting and tying.
- Enlarge the Student Resource #1-#5 (Sport pictures).

SPORTS AROUND THE WORLD

Grade/Level: Not graded

Extension or Follow-up Activities:

- Bring in equipment for a particular sport.
- Make two copies of Student Resources # 1-#5 (Sport pictures), and play the Memory game.
- Have students look through sports magazines such as *Sports Illustrated* for pictures of sports. Make a collage.

Evaluation:

Are the students able to complete a mobile to display in the classroom?
Are the students able to name the sports that are on their mobile?

SPORTS AROUND THE WORLD

STUDENT RESOURCE #1

Aquatics

143 Softball

SPORTS AROUND THE WORLD

STUDENT RESOURCE #2

Equestrian

Roller Skating

SPORTS AROUND THE WORLD

STUDENT RESOURCE #3

Athletics

Golf

145

SPORTS AROUND THE WORLD

STUDENT RESOURCE #4

Tennis

Gymnastics

146

SPORTS AROUND THE WORLD

STUDENT RESOURCE #5

Cycling

Bowling

147

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

Teacher Resources - Lesson References

Resource #1 Volunteers are Important Because... page 177
We Need You!

Resource #2 List of Participating Countries pages 179-180
Be Our Guest
Bread, Bread, Bread
Calculating Time
Designing an International Database
Friends Near and Far
Hola, Amigos!
Incredible Edibles
Stars and Stripes
What a Country! Travel Brochure
What is the Cost?
What Time is it?
World Health Issues

Resource #3 North Carolina Map page 181
Getting Ready to Travel!
Going for the Gold

Resource #4 Foreign Language Resource Guide page 183
Hola, Amigos!

Resource #5 & #6 The Special Olympics Movement pages 185-187
Designing an International Database
Introducing Special Olympics

Resource #7 Let's Talk pages 189-190
Hola, Amigos!

Resource #8 The Special Olympics Oath page 191
Qualities of an Athlete

Resource #9 Facts About Mental Retardation page 193
All in the Family
We All Have Obstacles to Overcome
What is Mental Retardation?
Understanding Mental Retardation

TABLE OF CONTENTS

Teacher Resources - Lesson References

Resource #10 Global Messenger Directory pages 195-196

- All in the Family
- Hola Amigos!
- How Are We the Same? How Are We Different?
- How Are We All Different?
- Introducing Special Olympics
- Qualities of An Athlete
- What is Mental Retardation?

Resource #11 Host Town Matches pages 197-200

- Be Our Guest
- Going for the Gold
- Hola, Amigos!
- The Trip to North Carolina
- Writing an International Postcard

Resource #12 Host Town Regional Managers page 201

- Writing an International Postcard

Resource #13 Fast Facts About the '99 Games page 203

- Calculating Time
- Getting Ready to Travel!
- Qualities of an Athlete
- We Need You!
- We All Have Obstacles to Overcome
- What Time Is It?
- Understanding Mental Retardation

Resource #14 Athlete Biography on Judy Nutter page 205

- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #15 Athlete Biography on Jennifer Polk page 207

- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

TABLE OF CONTENTS

Teacher Resources - Lesson References

Resource #16 Athlete Biography on Billy Quick page 209
- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #17 Athlete Biography on Natalie Robins page 211
- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #18 Athlete Biography on Marty Sheets page 213
- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #19 Athlete Biography on Mike Stone page 215
- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #20 Athlete Biography on Cleo Carver page 217
- Athlete Interviews
- How Are We the Same? How Are We Different?
- Similarities and Differences
- Training for Success
- We Need You!

Resource #21 What is Mental Retardation? page 219
- What is Mental Retardation?
- Understanding Mental Retardation

TABLE OF CONTENTS

Teacher Resources - Lesson References

Resource #22 List of 19 Sports page 221

Barrier Awareness
Be Our Guest
Hands Around the World
Hola, Amigos!
How Are We the Same? How Are We Different?
Hula Hoops and Beans
Teach Me How to Play!
Tennis, Anyone?
Training For Success
We Need You!

VOLUNTEERS ARE IMPORTANT BECAUSE...

TEACHER RESOURCE #1

Volunteers enable Special Olympics to offer sports training and competition programs to nearly a million people with mental retardation worldwide. Special Olympics would not exist today – and could not have been created – without the time, energy, dedication and commitment of the more than 500,000 Special Olympics volunteers.

Volunteers increase integration and socialization opportunities for Special Olympics athletes. The dedication of Special Olympics volunteers provides mainstreaming experiences for athletes with mental retardation.

Volunteers include students, senior citizens, business people, family members of athletes, amateur and professional athletes and coaches, teachers and many others. They fill a variety of roles for Special Olympics programs at the local, state, national and international levels, from the role of coach, to fund raiser, to timer and scorekeeper.

The diversity of volunteers' cultural experiences, values and contributions creates an unparalleled opportunity for them to grow and learn from each other while making valuable contributions to athletes.

There are numerous opportunities to volunteer with Special Olympics. From training athletes, to assisting with competitions to cheering athletes to victory, we have a place for you! If you are interested in volunteering with your local Special Olympics program, contact Special Olympics North Carolina's Volunteer Manager at (800) 843-6276.

153

LIST OF PARTICIPATING COUNTRIES

TEACHER RESOURCE #2

Region	*Delegation Name*
AFRICA	Benin
AFRICA	Botswana
AFRICA	Burkina Faso
AFRICA	Cameroon
AFRICA	Chad
AFRICA	Congo-Brazzaville
AFRICA	Congo-Kinshasa
AFRICA	Cote d'Ivoire
AFRICA	Eritrea
AFRICA	Gabon
AFRICA	Ghana
AFRICA	Guinea
AFRICA	Kenya
AFRICA	Lesotho
AFRICA	Malawi
AFRICA	Mali
AFRICA	Mauritius
AFRICA	Mozambique
AFRICA	Niger
AFRICA	Réunion
AFRICA	Senegal
AFRICA	Seychelles
AFRICA	Sierra Leone
AFRICA	South Africa
AFRICA	Tanzania
AFRICA	The Gambia
AFRICA	Togo
AFRICA	Uganda
AFRICA	Zambia
AFRICA	Zimbabwe
ASIA/PACIFIC	Australia
ASIA/PACIFIC	Bangladesh
ASIA/PACIFIC	Chinese Taipei
ASIA/PACIFIC	Hong Kong
ASIA/PACIFIC	India
ASIA/PACIFIC	Indonesia
ASIA/PACIFIC	Japan
ASIA/PACIFIC	Korea
ASIA/PACIFIC	Macau
ASIA/PACIFIC	Nepal
ASIA/PACIFIC	New Zealand
ASIA/PACIFIC	Pakistan
ASIA/PACIFIC	Philippines
ASIA/PACIFIC	PRC

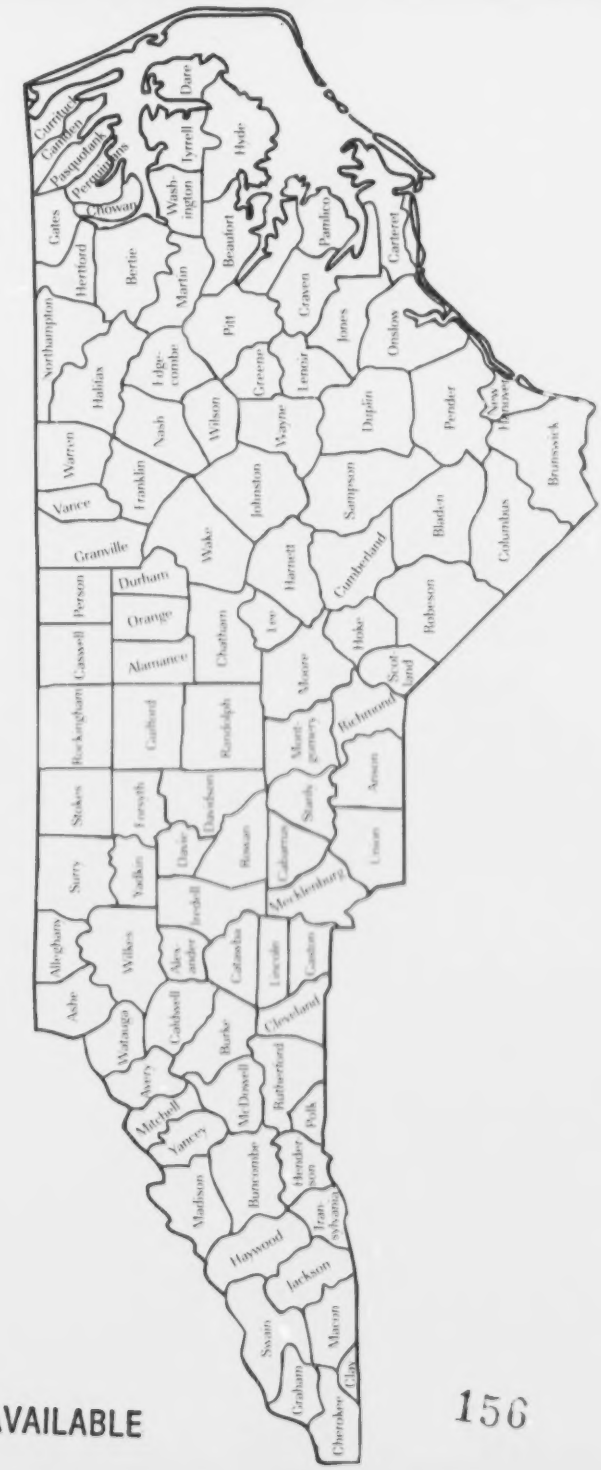
Region	*Delegation Name*
ASIA/PACIFIC	Singapore
ASIA/PACIFIC	Thailand
EUROPE - EAST	Armenia
EUROPE - EAST	Azerbaijan
EUROPE - EAST	Belarus
EUROPE - EAST	Georgia Republic
EUROPE - EAST	Kazakhstan
EUROPE - EAST	Kyrgyzstan
EUROPE - EAST	Moldova
EUROPE - EAST	Russia
EUROPE - EAST	Tajikistan
EUROPE - EAST	Turkmenistan
EUROPE - EAST	Ukraine
EUROPE - EAST	Uzbekistan
EUROPE - WEST	Andorra
EUROPE - WEST	Belgium
EUROPE - WEST	Denmark
EUROPE - WEST	Estonia
EUROPE - WEST	Faeroe Is.
EUROPE - WEST	Finland
EUROPE - WEST	France
EUROPE - WEST	Germany
EUROPE - WEST	Gibraltar
EUROPE - WEST	Iceland
EUROPE - WEST	Ireland
EUROPE - WEST	Isle of Man
EUROPE - WEST	Italy
EUROPE - WEST	Luxembourg
EUROPE - WEST	Monaco
EUROPE - WEST	Netherlands
EUROPE - WEST	Norway
EUROPE - WEST	Portugal
EUROPE - WEST	San Marino
EUROPE - WEST	Spain
EUROPE - WEST	Sweden
EUROPE - WEST	United Kingdom
EUROPE-Central	Albania
EUROPE-Central	Austria
EUROPE-Central	Bosnia
EUROPE-Central	Bulgaria
EUROPE-Central	Croatia
EUROPE-Central	Cyprus
EUROPE-Central	Czech Republic
EUROPE-Central	Greece

LIST OF PARTICIPATING COUNTRIES

Region	*Delegation Name*
EUROPE-Central	Hungary
EUROPE-Central	Israel
EUROPE-Central	Latvia
EUROPE-Central	Lithuania
EUROPE-Central	Poland
EUROPE-Central	Romania
EUROPE-Central	Slovakia
EUROPE-Central	Slovenia
EUROPE-Central	Switzerland
EUROPE-Central	Turkey
LATIN AMERICA	Argentina
LATIN AMERICA	Bolivia
LATIN AMERICA	Brazil
LATIN AMERICA	Chile
LATIN AMERICA	Colombia
LATIN AMERICA	Costa Rica
LATIN AMERICA	Cuba
LATIN AMERICA	Dominican Republic
LATIN AMERICA	Ecuador
LATIN AMERICA	El Salvador
LATIN AMERICA	Guatemala
LATIN AMERICA	Honduras
LATIN AMERICA	Panama
LATIN AMERICA	Paraguay
LATIN AMERICA	Peru
LATIN AMERICA	Puerto Rico
LATIN AMERICA	Uruguay
LATIN AMERICA	Venezuela
MIDDLE EAST	Algeria
MIDDLE EAST	Bahrain
MIDDLE EAST	Egypt
MIDDLE EAST	Jordan
MIDDLE EAST	Kuwait
MIDDLE EAST	Lebanon
MIDDLE EAST	Libya
MIDDLE EAST	Morrocco
MIDDLE EAST	Oman
MIDDLE EAST	Palestine
MIDDLE EAST	Qatar
MIDDLE EAST	Saudi Arabia
MIDDLE EAST	Sudan
MIDDLE EAST	Syria
MIDDLE EAST	Tunisia
MIDDLE EAST	U.A.E.
MIDDLE EAST	Yemen
NORTH AMERICA	American Samoa
NORTH AMERICA	Antigua/Barbuda
NORTH AMERICA	Aruba
NORTH AMERICA	Bahamas
NORTH AMERICA	Barbados
NORTH AMERICA	Belize
NORTH AMERICA	Bermuda
NORTH AMERICA	Bonaire
NORTH AMERICA	Canada
NORTH AMERICA	Cayman Islands
NORTH AMERICA	Curacao
NORTH AMERICA	DOD
NORTH AMERICA	Dominica
NORTH AMERICA	Grenada
NORTH AMERICA	Guadeloupe
NORTH AMERICA	Guam
NORTH AMERICA	Guyana
NORTH AMERICA	Jamaica
NORTH AMERICA	Martinique
NORTH AMERICA	Mexico
NORTH AMERICA	St. Lucia
NORTH AMERICA	St. Vincent/ Grenadines
NORTH AMERICA	St.Kitts/Neves
NORTH AMERICA	Suriname
NORTH AMERICA	Trinidad/Tobago
NORTH AMERICA	U. S. A.
NORTH AMERICA	Virgin Islands

NORTH CAROLINA MAP

TEACHER RESOURCE #3



BEST COPY AVAILABLE

FOREIGN LANGUAGE RESOURCE GUIDE

TEACHER RESOURCE #4

Country:_____

Alphabet

Numbers

Colors

Animals

Seasons

Days of Week

Months of the Year

Girls' Names

Boys' Names

People Words

Common Words and Phrases

** To be completed by the teacher for specific country prior to lesson.*

THE SPECIAL OLYMPICS MOVEMENT

TEACHER RESOURCE #5

Mission

To provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with mental retardation, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

Philosophy

Special Olympics is founded on the belief that people with mental retardation can, with proper instruction and encouragement, learn, enjoy and benefit from participation in individual and team sports, adapted as necessary to meet the needs of those with mental and physical disabilities.

Special Olympics believes that through sports training and competition, people with mental retardation benefit physically, mentally, socially and spiritually; families are strengthened; and the community at large, both through participation and observation, is united in understanding people with mental retardation in an environment of equality, respect and acceptance.

Principles

To provide the most enjoyable, beneficial and challenging activities for athletes with mental retardation, Special Olympics operates worldwide in accordance with the following principles and beliefs:

The Spirit of Special Olympics - skill, courage, sharing and joy - incorporates universal values that transcend all boundaries of geography, nationality, political philosophy, gender, age, race or religion.

The goal of Special Olympics is to help bring all persons with mental retardation into the larger society under conditions whereby they are accepted, respected and given a chance to become productive citizens.

As a means of achieving this goal, Special Olympics encourages its more capable athletes to move from Special Olympics training and competition into school and community programs where they can compete in regular sports activities. The decision to leave Special Olympics or continue is the athlete's choice.

All Special Olympics activities—at the local, state, national and international levels—reflect the values, standards, traditions, ceremonies and events embodied in the modern Olympic movement, broadened and enriched to celebrate the moral and spiritual qualities of persons with mental retardation so as to enhance their dignity and self-esteem.

Participation in Special Olympics training programs is open to all people with mental retardation who are at least 5 years old, and competitive events are open to those at least 8 years old, regardless of the degree of their disability.

Comprehensive, year-round sports training is available to every Special Olympics athlete, conducted by well-qualified coaches in accordance with the standardized Sports Rules formulated and adopted by Special Olympics, Inc.; and that every athlete who participates in a Special Olympics sport will be trained in that sport.

THE SPECIAL OLYMPICS MOVEMENT

Every Special Olympics program includes sports events and activities that are appropriate to the age and ability of each athlete, from motor activities to the most advanced competition.

Special Olympics provides full participation for every athlete regardless of economic circumstance and conducts training and competition under the most favorable conditions possible, including facilities, administration, training, coaching, officiating and events.

Special Olympics gives each participant an equal chance to excel by basing competition in every event on accurate records of previous performance or trial heats and, when relevant, by grouping by age and gender.

At every awards ceremony, in addition to the traditional medals for first, second and third places, athletes finishing from fourth to last place are presented a suitable place ribbon with appropriate ceremony.

To the greatest extent possible, Special Olympics activities will be run by and involve local volunteers, from school and college age to senior citizens, in order to create greater opportunities for public understanding of and participation with people with mental retardation.

Although Special Olympics is primarily a program of sports training and competition, efforts are made to offer, as an integral part of Special Olympics Games, a full range of artistic social and cultural experiences such as dances, art exhibits, concerts, visits to historic sites, clinics, theatrical performances and similar activities.

The goal of Special Olympics in every nation is to develop organizations and conduct events at the community level. Countries that, because of specific economic, social or cultural circumstances may find it difficult to achieve this goal rapidly, may hold National Games on a regular basis to enhance the development of popular understanding and provide increased visibility of their citizens with mental retardation. All participating countries are invited to send a delegation to the Special Olympics World Games held every two years, alternating between summer and winter, provided that in all cases Special Olympics standards are adhered to in the preparation of athletes and coaches for the Games.

The families of Special Olympics athletes are encouraged to play an active role in their community Special Olympics program, to share in the training of their athletes and to assist in the public education effort needed to create greater understanding of the emotional, physical, social and spiritual needs of people with mental retardation and their families.

Special Olympics encourages community, state and national sports programs, both professional and amateur, to include demonstrations by Special Olympics athletes as part of their major events.

Special Olympics activities take place in public, with full coverage by the media, so that athletes with mental retardation may reveal to the world those special qualities of the human spirit in which they excel—skill, courage, sharing and joy.

MISSION AND GOAL

TEACHER RESOURCE #6

Special Olympics
North Carolina
Training for Life

SPECIAL OLYMPICS MISSION

... to provide year-round sports training and athletic competition in a variety of Olympic-type sports for individuals with mental retardation by giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.

SPECIAL OLYMPICS GOAL

...for all persons with mental retardation to have the chance to become useful and productive citizens who are accepted and respected in their communities.

LET'S TALK

TEACHER RESOURCE #7

LANGUAGE	GOOD DAY!	HOW ARE YOU?	FINE, THANK YOU.
AFRIKAANS *Pronunciation:*	Goeien dag! *Khooyen dakh!* *Note: Kh = the German "ch" sound*	Hoe gaan dit? *Hookhahn dit.*	Goed, dankie. *Khoot dahnkee.*
ARABIC *Pronunciation:*	*Sabah il khair.*	*Keef il hal?*	*Bekhair al hahm doo lee lah.*
CHINESE (MANDARIN) *Pronunciation:*	*Ni hao!*	*Ni hao ma?*	*Hao, xie xie.*
FRENCH *Pronunciation:*	Bonjour! *Bohn-joor!*	Comment allez-vous? *Coh-ment ah-lay voo?*	Trés bien, merci. *Tray bee-ayn, mehr-see*
GREEK *Pronunciation:*	*Cah-lee-may-rah!*	*Pohs ees-thay?:*	*Cah-lah! Ayf-hah-reestoh.*
HINDI *Pronunciation:*	*Namastay!*	*Op cassay han?*	*Achhay, Dhanyavaad.*
KOREAN *Pronunciation:*	*Annyong haseyo?*	*Annyong hashimnika?*	*Nei, annyong haseyo?*
PHILIPPINO	Magandan umaga!	Kumusta po kayo?	Mabuti po salamat.
SPANISH *Pronunciation:*	¡Buenos diaș! *Bway-nos dee-yahs!*	¿Como esta usted? *Coh-moh aystahs oosted?*	Muy bien, gracias. *Moo-ee bee-ayn, grah-see-ahs.*
SWEDISH *Pronunciation:*	God dag! *Goo dahg!*	Hur står det till? *Hoor stohr day til?*	Bra tack. *Brah tahk.*
TURKISH *Pronunciation:*	Iyi günler! *Ee goon lair!*	Nasilsiniz? *Nahsil-sinis?*	Iyiyim, tesekkür ederim. *Eeyem tayshaykur eh-deh-rim.*

LET'S TALK

	0	1	2	3	4	5	6	7	8	9
AFRIKAANS *Pronunciation:*	zero *tseeroh* *Note: kh = the German "ch" sound*	een *eeven*	twee *tsvee*	drie *dree*	vier *feer*	vyf *fayif*	ses *seys*	sewe *seeveveh*	agt *akht*	nege *neekheh*
ARABIC *Pronunciation:*	0 *sifr*	1 *wahed*	2 *ithnahn*	3 *thah-lay-thah*	4 *feer*	5 *fayif*	6 *seys*	7 *seeyeveh*	8 *akht*	9 *neekheh*
CHINESE (MANDARIN) *Pronunciation:*	0 *ling*	1 *yi*	2 *er*	3 *san*	4 *si*	5 *wu*	6 *liu*	7 *qi*	8 *ba*	9 *jiu*
FRENCH *Pronunciation:*	0 zéro *zay-roh*	1 un *uhn*	2 deux *deu*	3 trois *twah*	4 quatre *cahtreh*	5 cinq *sangk*	6 six *sees*	7 sept *set*	8 huit *weet*	9 neuf *nuf*
GREEK *Pronunciation:*	0 *mee-dayn,*	1 *ch-nah,*	2 *dee-oh,*	3 *tree-ah,*	4 *tay-sav-rah,*	5 *payn-deh,*	6 *eek-seh,*	7 *ayp-tav,*	8 *ohk-toh,*	9 *aynav-ah*
HINDI *Pronunciation:*	0 *zero*	1 *ache*	2 *doh*	3 *teen*	4 *char*	5 *ponch*	6 *chhiav*	7 *sot*	8 *ot*	9 *now*
KOREAN *Pronunciation:*	0 *yoong*	1 *hana*	2 *dool*	3 *set*	4 *net*	5 *tasot*	6 *yeosot*	7 *ilkob*	8 *yeodal*	9 *a-hop*
PHILIPPINO	0 zero	1 isa	2 dalawa	3 talto	4 apat	5 lima	6 anim	7 pito	8 walo	9 siyam
SPANISH *Pronunciation:*	0 zero *say-roh*	1 uno *oo-noh*	2 dos *dohs*	3 tres *trays*	4 cuatro *kwah-troh*	5 cinco *sing-koh*	6 seis *say-ees*	7 siete *see-ay-tay*	8 ocho *oh-choh*	9 nueve *new-ay-vay*
SWEDISH *Pronunciation:*	0 noll *nohl*	1 ett *eht*	2 tva *tvoh*	3 tre *tray*	4 fyra *foo-rah*	5 fem *fehm*	6 sex *seks*	7 sju *shoo*	8 atta *oh-tah*	9 nio *nee-oh*
TURKISH *Pronunciation:*	0 sifir *sifer*	1 bir *beer*	2 iki *ee-kih*	3 üc *ootch*	4 dört *dirt*	5 bes *besh*	6 alti *ahl-tih*	7 yedi *yideh*	8 sekiz *sehkiz*	9 dokuz *dokuz*

SPECIAL OLYMPICS OATH

TEACHER RESOURCE #8

Let me win. But if I cannot win, let me be brave in the attempt.

Special Olympics

North Carolina

Training for Life

FACTS ABOUT MENTAL RETARDATION

TEACHER RESOURCE #9

Mental retardation is not a disease, nor should it be confused with mental illness. People with mental retardation have both a slower rate of learning and a limited capacity to learn. They may also have difficulty managing the ordinary activities of daily living, understanding the behavior of others and determining their own appropriate social responses (adaptive behavior). Children with mental retardation grow into adults with mental retardation; they do not remain "eternal children."

According to the most widely accepted definition by the American Association on Mental Retardation (AAMR), an individual is considered to have mental retardation based on the following criteria: significant limitations exist in two or more adaptive skill areas and the condition is present from childhood (defined as 18 years or younger).

Adaptive skills are those daily living skills needed to live, work and play. The new definition includes 10 adaptive skills: communications, self-care, home living, social skills, leisure, health and safety, self-direction, fundamental academics, community use and work.

Adaptive skills are assessed in the person's typical environment across all aspects of an individual's life. A person with limits in intellectual functioning who does not have limits in adaptive skill areas may not be diagnosed as having mental retardation.

How Prevalent is Mental Retardation?

People with mental retardation constitute one of America's largest groups of persons with disabilities. The following numbers are estimates based on information from experts in the field of mental retardation.

In the United States

7.5 million individuals have mental retardation
125,000 newborn children are born with mental retardation each year

Mental Retardation is:

50 times more prevalent than deafness.
15 times more prevalent than cerebral palsy.
36 times more prevalent than total blindness.
30 times more prevalent than neural tube defects such as spina bifida.

In the World

170 million people in the world have mental retardation.

Mental retardation cuts across lines of race, education, social and economic background. It can occur in anyone. Heredity components are known to account for only a fraction of the cases of mental retardation; there are well over 350 causes of mental retardation, and in three-fourths of the cases, the specific cause is unknown. About 87 percent of all people with mental retardation have mild mental retardation and in many respects are indistinguishable from people who do not have mental retardation.

SPECIAL OLYMPICS NORTH CAROLINA ATHLETE SPEAKERS

Ashe
Ruppy Mitchell
Contact: *Kevin Langley (336) 246-4491*

Carteret
Richard Shaw
Contact: *Leslie Woolward* (919) 247-0661

Sally Swann
Contact: *Gale Swann* (919) 247-3134

Dare
Kelly Lupton
Contact: *Rose L. Hudgins* (919) 441-2449

Davidson
Phillip Dorton
Contact: *Charles Parnell* (336) 242-2959

Cynthia Ann VanHoy
Contact: *Mary Ann Brown* (336) 242-2959

Davie
Stacey Streit
Contact: *Patsy Veach* (336) 284-2896

Robb Marshall Williams
Contact: *Kathy Streit* (336) 634-2325

Durham
Richard Neal
Contact: *Sheldon Medlin (919) 560-4355 ext. 320*

Billy Huffman
Contact: *Rodney Holder* (919) 596-1341

Mary Moore
Contact: *Carol Hall* (919) 490-1939

Forsyth
Abram Coker
Contact: *Charmion Rush* (336) 727-2505

Brian Holland
Contact: *Cheryl A. Clark* (336) 727-2425

Jennifer Polk
Contact: *Cheryl A. Clark* (336) 727-2425

Gaston
Nicki Gibson
Contact: *Kathy Dixon* (704) 864-9667

Guilford
Norma Jean Coble
Contact: *Alice Stone* (336) 884-7937

Scott Frazier
Contact: *Phyllis Page* (336) 884-7937

Billy Quick
Contact: *Sherry Paul* (336) 883-3481

Kim Smith
Contact: *Alice Stone* (336) 299-2450

Mike Stone
Contact: *Alice Stone* (336) 299-2450

Marty Sheets
Contact: *Dave Sheets (336) 379-0042*

Gary Simpson
Contact: *Linda Jackson (336) 341-7855*

Henderson
Cliff Dehond
Contact: *Pam Whitmire (828) 697-4802*

Mecklenburg
John Gray
Contact: *Alan Harris (704) 545-3507*

Darlene Hankins
Contact: *Catherine Zell-Cherry* (704) 343-6960

Sandra Hankins
Contact: *Noelle Glass* (704) 529-1699

Monte Daniels
Contact: *Noelle Glass* (704) 529-1699

J.C. Mingo
Contact: *Noelle Glass* (704) 529-1699

Virginia Tracy
Contact: *Vickie Tracy* (704) 549-4305

GLOBAL MESSENGER DIRECTORY

Moore
Steven Graham
Contact: *Joe Kling* (910) 673-6095

Nash
Billy Jackson Smith
Contact: *Shirley P. Freeman* (919) 823-6031

New Hanover
Natalie F. Robins
Contact: *Kathy Kittleson* (910) 341-7855

James Reill
Contact: *Nancy Middleswarth* (910) 341-7855

John Russ
Contact: *Cindy Elster* (910) 350-2089 ext.224

Lynetta Richardson
Contact: *Kristina Foy* (910) 341-7855

Pasquotank
Gina Bailey
Contact: *Bonnie Maree* (919) 355-9664

Cleo Carver
Contact: *Elaine Simpson* (919) 335-9664

Zack Commander
Contact: *Elaine Simpson* (919) 335-9664

Dorithia George
Contact: *Debra DeMingo* (919) 338-0091

Missouri Harvey
Contact: *Elaine Simpson* (919) 335-9664

Chris Simpson
Contact: *Annette Whidbee* (919) 338-0062

Randolph
Michael Rosario
Contact: Faye Furr (336) 629-9151

Neda Tysinger
Contact: Kim Rosario (336) 861-5218

Robeson
Franklin Cummings
Contact: *Deloris McGirt* (910) 521-0649

Vanessa Jones
Contact: *Deloris McGrit* (910) 521-0649

Timothy Spaulding
Contact: Martis Singletaty (910) 738-9611

Ann Margaret Strickland
Contact: Betty Bridgers (910) 671-6059

Rowan
Davey Rhodes
Contact: *Linda Broadway* (704) 636-2551

Christine L. Wilton
Contact: *Susan T. Kotarsky* (704) 636-2551

Stanly
Dee Grant
Contact: *Millie Snodgrass* (704) 982-3711

Mark Munson
Contact: *Millie Snodgrass* (704) 982-3711

Wake
Anita Augenti
Contact: *Susan Hardee* (919) 831-6835

Carl Hibbert, Jr.
Contact: *Susan Hardee* (919) 831-6835

Darlene Merentino
Contact: *Susan Hardee* (919) 831-6835

Judy Nutter
Contact: *Susan Hardee* (919) 831-6835

Watauga
Evelyn Noblett
Contact: *Cindy Abernethy* (336) 262-5450

Yancey
Tammy Scott
Contact: *Peggy Tibbits* (704) 675-5295

166

HOST TOWN MATCHES

TEACHER RESOURCE #11

1999 Special Olympics World Summer Games

Host Town Program Matches

Host Town	*Delegation*	*Region*
Aberdeen	Antigua/Barbuda	5
Albemarle	Zimbabwe	5
Albemarle	Bosnia	5
Apex	Peru	7
Asheboro	Bolivia	6
Asheville	South Africa	1
Belmont	Ecuador	2
Benson	Denmark	7
Black Mountain	Match Pending	1
Boone	Poland	10
Brevard	Slovakia	1
Burlington	France	6
Burnsville	Lesotho	1
Charlotte	India	3
Cherryville	St. Lucia	2
China Grove	Guinea	3
Claremont	Ukraine	2
Clayton	Bermuda	7
Clemmons	Macau	4
Cleveland Community	Bermuda	7
Clinton	Estonia	8
Clinton	Cyprus	8
Concord	Panama	5
Conover	Sierra Leone	2
Cornelius	Suriname	3
Davidson	Cuba	3
Davidson County	Argentina	4
Denton	Romania	4
Dunn	Italy	8
Eden	Finland	4
Edenton	Georgia Republic	9
Elizabeth City	Mali	9
Elizabethtown	Slovenia	8
Ellerbe	Bahrain	5
Faith	Armenia	3
Fayetteville	Belgium	8
Fayetteville	Netherlands	8
Four Oaks	Syria	7
Fuquay-Varina	Peru	7
Garner	Lebanon	7

HOST TOWN MATCHES

1999 Special Olympics World Summer Games

Host Town Program Matches

Host Town	*Delegation*	*Region*
Gastonia	Ireland	2
Goldsboro	Spain	9
Graham	Czech Republic	6
Granite Quarry	Bonaire	3
Greensboro	Egypt	4
Greensboro	Dominican Republic	4
Greensboro	United Kingdom	4
Greenville	Japan	9
Havelock	Indonesia	9
Henderson	El Salvador	6
Hendersonville	Match Pending	2
Hickory	Réunion	2
Hickory	Martinique	2
High Point	Zambia	4
High Point	Botswana	4
High Point	Tanzania	4
Hillsborough	Nepal	6
Holly Springs	Chad	7
Hudson	Jordan	10
Huntersville	Sweden	3
Jacksonville	Australia	8
Kannapolis	Paraguay	5
Kenansville	Uzbekistan	8
Kenly	Mauritius	7
Kernersville	Chinese Taipei	4
Kings Mountain	Azerbaijan	2
Kinston	Greece	9
Knightdale	Israel	7
Lake Waccamaw	Turkmenistan	8
Lake Waccamaw	Bulgaria	8
Landis	Isle of Man	3
Laurinburg	Norway	8
Lenoir	Iceland	10
Lexington	Chile	4
Lincolnton	Pakistan	2
Louisburg	Senegal	7
Lumberton	Russia	8
Madison	Cayman Islands	4
Match Pending	Virgin Islands	7
Match Pending	Congo-Kinshasa	0

HOST TOWN MATCHES

1999 Special Olympics World Summer Games

Host Town Program Matches

Host Town	*Delegation*	*Region*
Match Pending	Libya	7
Match Pending	Niger	0
Match Pending	Congo-Brazzaville	0
Match Pending	The Gambia	0
Match Pending	Gabon	0
Match Pending	Guam	0
Match Pending	Tajikistan	0
Match Pending	Ghana	0
Match Pending	Qatar	0
Matthews	Trinidad/Tobago	3
Mocksville	American Samoa	4
Monroe	Uruguay	5
Mooresville	Bangladesh	3
Morehead City	St.Kitts/Neves	8
Morganton	Puerto Rico	10
Mount Airy	Guatemala	10
Mount Gilead	Belize	5
Mount Holly	Belarus	2
New Bern	Switzerland	9
Newton	Germany	2
North Wilkesboro	Luxembourg	10
Norwood	Cameroon	5
Oxford	Singapore	6
Pittsboro	Turkey	6
Plymouth	Uganda	9
Raeford	Morrocco	8
Reidsville	Barbados	4
Roanoke Rapids	Hong Kong	9
Rockingham	Croatia	5
Rockwell	Eritrea	3
Rocky Mount	Togo	9
Rocky Mount	Benin	9
Rocky Mount	Honduras	9
Rolesville	Colombia	7
Roxboro	Korea	6
Salisbury	Jamaica	3
Sanford	New Zealand	5
Selma	Burkina Faso	7
Shallotte	Andorra	8
Shelby	Costa Rica	2

HOST TOWN MATCHES

1999 Special Olympics World Summer Games

Host Town Program Matches

Host Town	*Delegation*	*Region*
Smithfield	Hungary	7
Spencer	Kuwait	3
Spruce Pine	Gibraltar	1
Stanley	Aruba	2
Statesville	Kenya	3
Summerfield	Guyana	4
Swansboro	Monaco	8
Tarboro	Kazakhstan	9
Tarboro	Latvia	9
Taylorsville	Dominica	10
Thomasville	Argentina	4
Troutman	Grenad	3
Troy	Ghana	5
Tryon	Palestine	1
Valdese	St. Vincent/Grenadines	10
Wadesboro	Curacao	5
Wake Forest	Bahamas	7
Warrenton	Albania	6
Warrenton	Moldova	6
Washington	Seychelles	9
Wendell	Cote d'Ivoire	7
Whiteville	San Marino	8
Wilkesboro	Luxembourg	10
Wilmington	PRC	8
Wilson	Brazil	9
Winston-Salem	Mexico	4
Yanceyville	Qatar	6
Youngsville	Thailand	7
Zebulon	Saudi Arabia	7

HOST TOWN REGIONAL MANAGERS

TEACHER RESOURCE #12

1999 Special Olympics World Summer Games

Host Town Program Regional Managers

Region

1 ***Cindy DeFoor***
4000 West Chase Blvd., Suite 325
Raleigh, NC 27607
Work(919) 831-1999 Fax (919) 831-4319

2 ***Chuck Hutchins***
P.O. Box 1748
Gastonia, NC 28053
Home (704) 739-7158
Work (704) 866-6802

3 ***Jim Bullard***
1135 Grace Meadow Drive
Mooresville, NC 28115
Home (704) 663-3659
Work (704) 590-0547 Fax (704) 590-0567
jbull3832@aol.com

4 ***Alice Stone***
2507 Donlora Drive
Greensboro, NC 27407
Home (336) 299-2450
Fax (336) 299-2450

5 ***Leon Tongret***
4415 Fox Run Road
Sanford, NC 27330
Home (919) 774-6896
Work (800) 488-2426 Fax (800) 488-2452
leont@scc-inc.com

Region

6 ***Rebecca Burgess***
212 Fairview Street
Warrenton, NC 27589
Home (919) 257-3817
Work (919) 257-3128 Fax (919) 257-4488

7 ***Jerry Medlin***
8416 Old Well Lane
Raleigh, NC 27615
Home (919) 870-0234
Fax (919) 870-0234

8 ***Vivian Kloe***
907 W. Johnson Street
Raleigh, NC 27605
Home (919) 833-4462
Fax (919) 832-5451
omahere@aol.com

9 ***Bob Singer***
2506 Canal Drive
Wilson, NC 27896
Home (919) 237-8007
Fax (919) 237-4816

10 ***Glenda Triplett***
961 S. Minton Road
Wilksboro, NC 28697
Home (336) 973-3045

FAST FACTS ABOUT THE '99 GAMES

TEACHER RESOURCE #13

What are the '99 Games?

The 10th Special Olympics World Summer Games for athletes with mental retardation will be the largest multi-sport event in the world in 1999 and the biggest international sporting event in North Carolina history.

When will they be held?

June 26-July 4, 1999

Who is coming to the '99 Games?

7,000 athletes from more than 150 countries
2,000 coaches
15,000 family members
35,000 volunteers
400,000 spectators

Where will athletes compete?

Raleigh, Durham, Chapel Hill, Cary (Triangle area) in North Carolina, USA

What *Sports* will athletes be competing in?

Aquatics	Bocce	Football (Soccer)	Roller Skating	Team Handball
Athletics	Bowling	Golf	Sailing	Tennis
Badminton	Cycling	Gymnastics	Softball	Volleyball
Basketball	Equestrian	Powerlifting	Table Tennis	

What is the *Budget*?

$35.5 million budget funded by corporations, foundations, service organizations, individual contributions and grants.

Will *Media* be involved?

Worldwide coverage of the Games will be handled through more than 1,500 members of the television, radio and print media.

What will the *Community Economic Impact* be?

Estimated at $60 million to $65 million

What is the *World Games Mission*:

To celebrate the efforts and accomplishments of Special Olympics athletes through a world-class international sporting event that enriches the lives of everyone involved.

How can you *Learn More*:

For story, volunteer, sponsorship and other information, contact the 1999 Special Olympics World Summer Games office at (888) 767-1999 or (919) 831-1999, or visit our web site at www.99games.com.

ATHLETE BIOGRAPHY

TEACHER RESOURCE #14

To contact Judy Nutter, write:
Judy Nutter
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Judy Nutter

Judy Nutter of Raleigh is confident and gets comfortable as she prepares to rattle off the list of sports she participates in with Special Olympics: equestrian, track and field, aquatics, bowling and cycling.

Nutter got involved with Special Olympics North Carolina in 1984, first as a volunteer and then as an athlete. She is nonchalant about the numerous ribbons and medals she's acquired since becoming a Special Olympics athlete during her high school years in Wappingers Falls, N.Y. She's 38 now and hasn't slowed down. In fact, she's taking her Special Olympics involvement to another level. When she's not in training or competition, she is engaging in public speaking as a Special Olympics Global Messenger, educating the community about the Special Olympics movement. Nutter admits to nervous anticipation before giving a speech, but the smile in her takes over, and she knows she can do it.

Nutter has tackled many challenges and is used to the spotlight. She is enrolled in a GED program with Wake Technical Community College and works 22 hours a week with Special Olympics North Carolina and the 1999 Special Olympics World Games. Her honors include the Mike Seawell Citizenship Award presented by the Wake County Arc, and recognition from her high school principal in 1979 for her numerous Special Olympics awards. "He said I cleaned up!" she says. In 1983, she was honored by the Duchess County Sports Museum in New York for her contribution to women in sports. Most recently, Nutter carried the Special Olympics torch with law enforcement officers and lit the cauldron for the Special Olympics Wake County track meet.

What Nutter has enjoyed most as a Special Olympics athlete, however, are the many opportunities to meet new people. "I've met heroes like Grant Hill, Kenny Morrow and Gary Sampson," she says. "I couldn't believe that when I lived in New York none of my friends knew who Kenny Morrow and Gary Sampson were – they were on the Olympic hockey team!" She chuckles and shakes her head. Many people don't know Judy Nutter either, and while she doesn't realize it, she, too, is a hero.

Special Olympics
North Carolina
Training for Life

173

ATHLETE BIOGRAPHY

TEACHER RESOURCE #15

To contact Jennifer Polk, write:
Jennifer Polk
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Jennifer Polk

You've got to be on your toes when you talk to Jennifer Polk from Winston-Salem, or you won't be able to keep up. This 27-year-old athlete, volunteer and camp counselor is overflowing with energy and a sense of humor.

A Special Olympics athlete for nine years, Polk says she's competed in just about every sport except bocce. "Track and field was my first love, though," she says. During the '98 Special Olympics North Carolina Summer Games, she volunteered as a track and field official. She hopes to officiate at the '99 Games.

Polk competed in track and field when she represented the U.S. and North Carolina in the 1995 World Summer Games in New Haven, Conn. "It was really interesting meeting people from all over the world," she says. She explains that her most memorable moment was when she offered a piece of gum to a girl from Kenya. The girl had never seen gum before and brought a group of her friends around looking for more. "They all stood there and shared a couple pieces of gum," she says, recapturing the memory with a smile. "That really impacted my life. It made me see how much we take things for granted and how we need to be more grateful."

In 1998, Polk was presented an Award of Excellence at the North Carolina Women in Sports Day. She also was recognized by the YWCA for her contribution to women in sports. She has been employed by the YWCA for the past eight years as a before and after-school counselor. She is president of the Winston-Salem Athletic Club and a mentor in the Saturday Club where she has the opportunity to use her sports expertise for the benefit of aspiring beginners.

Polk effectively channels her energy and love for Special Olympics as a Special Olympics Global Messenger. In addition to giving frequent speeches on the Special Olympics movement, she served as co-emcee for the 1998 SONC Summer Games. "When you enlighten the public about Special Olympics and give a better understanding of the organization, people accept the athletes for who they are, and as heroes," she says. She believes the Global Messenger program has brightened others' lives. "It's like broadening a family," she says. "I believe people who hear the message will spread the word."

Special Olympics
North Carolina
Training for Life

ATHLETE BIOGRAPHY

TEACHER RESOURCE # 16

To contact Billy Quick, write:
Billy Quick
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Billy Quick

Webster defines amateur as "one who does something for pleasure, not for money." This describes Billy Quick of High Point. Through his years with Special Olympics, Quick has established himself as one of the organization's top performing athletes, participating in distance running, cycling, bowling, swimming and basketball, and representing the United States in the 1995 World Summer Games in New Haven, Conn. He will also represent the U.S. and North Carolina in the 1999 Special Olympics World Summer Games as a marathon athlete.

Quick has been a strong leader and advocate for the Special Olympics movement. He is a Special Olympics spokesperson, not only at the state level, but at the international level as a 30th Anniversary Global Messenger. He is one of 12 athletes selected by Special Olympics, Inc. to serve in this role.

Quick truly has a passion for sharing his experiences. He aims to let people know that with the right preparation, work ethic and attitude, athletes with mental retardation or closely related developmental disabilities can accomplish realistic goals. "Being in Special Olympics has taught me how to work on my goals," he says. "It's taught me how to set goals and reach them."

Recently, Quick achieved two of his personal goals. He ran the 1997 New York Marathon, in which he finished 4,281 out of 30,332 with a time of 3:35:55. Competing in the marathon fulfilled Quick's aspiration to run in one of the country's biggest races. Also in 1997, Quick had the opportunity to help spread global awareness of the Special Olympics movement when he was invited to represent the United States in the Special Olympics Tanzania Games.

It is no secret that Quick's running has given him a springboard of confidence to plunge into any endeavor he chooses. He is a member of the Board of Directors for Special Olympics North Carolina, the 1999 Special Olympics World Summer Games and the High Point Arc. He served on the inaugural Special Olympics North Carolina Athlete Congress to offer input on Special Olympics issues. In high school, Quick lettered in four sports: football, wrestling, cross country and track and field; and he received the school's Unsung Hero award in sports. He was named Athlete of the Year in 1993 by Special Olympics North Carolina.

Special Olympics
North Carolina
Training for Life

175

ATHLETE BIOGRAPHY

TEACHER RESOURCE # 17

To contact Natalie Robins, write:
Natalie Robins
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Natalie Robins

With shy laughter, Natalie Robins says she equally enjoys all sports she's competed in since getting involved with Special Olympics in the fourth grade. She has competed in track and field, bowling, basketball, and, most recently, softball, helping her team bring home a bronze medal in the 1998 Special Olympics North Carolina Summer Games.

Robins, 32, has a record of success in sports in and outside of Special Olympics. In junior high and high school, she lettered in track and field, basketball and softball. One of her most memorable moments in sports was at her first Special Olympics state-level bowling tournament. "I had no idea what place I would get," she says. "Then I was handed a piece of paper after three games and I had the highest score!" She laughs, tickled with humble excitement.

In addition to competing in Special Olympics, Robins volunteers as a Special Olympics Global Messenger, spreading the Special Olympics message through public speaking. "I like it a lot, because it's fun and unique," she says. "I have given seven speeches so far, and I've met a lot of people." Robins is Special Olympics' first-ever athlete to become a Special Olympics Global Messenger speech coach. After completing an intensive two-day training in Raleigh, Robins is now training Special Olympics Global Messenger Lynette Richardson. In this important role, she will help Richardson by scheduling speaking engagements for her and coaching her in preparation for her speeches.

A resident of Wilmington, Robins graduated from New Hanover High School and attends Cape Fear Community College. Her dream is to earn a college degree in art or computer science.

Robins has worked for Belk Department Store for more than nine years. Her hobbies include collecting T-shirts, baseball cards and Garfield paraphernalia. She is an avid Wolfpack fan. But most of all, Robins likes Special Olympics because she can meet new friends and travel. "It's interesting to see how skill levels can be different," she says. She has enjoyed traveling to many cities across the state, but her favorite place is Raleigh.

Special Olympics
North Carolina
Training for Life

ATHLETE BIOGRAPHY

TEACHER RESOURCE # 18

To contact Marty Sheets, write:
Marty Sheets
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Marty Sheets

Marty Sheets has been a Special Olympics athlete since he attended the first international games in Chicago in 1968. Sheets has returned to several Special Olympics World Games competitions since then, having competed Steamboat Springs, Colo.; Minneapolis, Minn.; and South Bend, Ind. He will represent the U.S. once again in the 1999 World Summer Games to be hosted by his home state, North Carolina.

Sheets competes in both golf and powerlifting. He has won close to 100 medals in the 30 years he has competed in Special Olympics. In 1993 he was selected as the athlete representative on the Special Olympics, Inc. Golf Committee. He is a certified golf coach, which allows him to help young beginners. "It makes me feel good to help them," he says. "Maybe one day they can do the same for others. I'm just glad to do it."

Sheets says he loves being involved with Special Olympics. "What I like most is meeting a lot of new friends, traveling other places and competing with athletes," he says. His most memorable experience by far was in 1995 when he sat with President Bill Clinton and First Lady, Hillary Rodham Clinton, in the presidential box during the '95 Games opening ceremony.

When Sheets isn't competing, coaching or training, he's using his abilities on the job. Sheets has worked for Hechts Department Store for the past 26 years in the shipping and receiving department in Greensboro, N.C. He received an award of recognition from the store in 1990 for having "a winning attitude."

Other honors bestowed on Sheets include the Citizenship Award presented by the Greensboro Arc, a plaque presented by N.C. Gov. Hunt for representing North Carolina in sports over a 25-year period, and a plaque presented by Special Olympics North Carolina for participating in the first International Games.

People say Sheets is an inspiration to others. But this soft-spoken 45-year-old is very unassuming. Sheets' father says that his friends, also Special Olympics athletes, often express their excitement for Sheets' accomplishments. But his father says for every one of these moments, Sheets only hopes that others like him will have the same opportunities. He tells his friends, "I'm doing this for you." That truly is a winning attitude.

Special Olympics
North Carolina
Training for Life

ATHLETE BIOGRAPHY

TEACHER RESOURCE # 19

To contact Mike Stone, write:
Mike Stone
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Mike Stone

In 1998, Mike Stone of Greensboro joins Special Olympics in celebrating 30 years since the first Special Olympics International Games were held in Chicago, Ill. Stone was one of a handful of athletes from North Carolina who was there at Soldier Field with Special Olympics Founder Eunice Kennedy Shriver. Today, Stone continues to represent North Carolina not only as a Special Olympics athlete, but also as a volunteer and major donor.

In addition to participating in many sports, including swimming, track and field, basketball, softball, bocce, tennis and skiing, Stone volunteers for Special Olympics as a bocce coach and gives speeches on the organization's behalf. He doesn't even get nervous before giving a speech. In fact, he seems comfortable behind a podium, using humor at just the right times and then pausing to chuckle and smile with his audience.

Stone is a humble athlete. He's medaled in bocce, bowling and golf, but, with a joyful smile, he presents Special Olympics contributors with plaques of recognition and congratulates them on their involvement. Stone also is a Special Olympics contributor. Since 1989, he has donated more than $8,000 to both his local program and the state-level program. Stone finds time to do so much for Special Olympics and his community while holding a full-time job with the United States Postal Service and running his own DJ service on the side. He donates his services to groups who support Special Olympics.

Stone has been described as "an integral part of the local program" and "an inspiration to other athletes, volunteers and local committee members." He will tell you that he could talk all night about the rewarding experiences he's had with Special Olympics. "I have met many famous people and have been to many beautiful places," he says. Among his favorite experiences are his recent trip to Jamaica and his work as a bocce coach. "I get a lot of gratitude out of working with the athletes," he says. "It's what I like to do, so I want to keep doing it. I just want to help point the athletes in the right direction."

In 1993, Stone gave a scholarship to Bennett College in Greensboro, N.C., to help a student who otherwise would not have been able to graduate, because of her family's personal and financial situation. Stone knew this student's situation and realized he could make a difference in her life, so he did.

Special Olympics
North Carolina
Training for Life

173

ATHLETE BIOGRAPHY

TEACHER RESOURCE # 20

To contact Cleo Carver, write:
Cleo Carver
c/o Special Olympics North Carolina
P.O. Box 25968
Raleigh, NC 27611

Cleo Carver

Cleo Carver of Elizabeth City has been involved with Special Olympics for more than 10 years and has excelled in many sports, including basketball, bocce, soccer and bowling.

Carver's voice reveals the sense of pride he carries for his athletic achievements. He is determined to do his best, and exhibits a winning attitude. He has many medals, but most recently earned a gold medal in bowling. He has significantly improved his bowling ability over the years and says that lately he usually places first in both doubles and singles competitions. "I just keep trying and listening to my coach," he says.

Recalling his most exciting moment in sports, Carver talks about a soccer game he played against Greenville. His team was down by one. They had been losing the entire game, then at the last minute when Carver had a corner kick. "I kicked the ball to my teammate and he scored, so we went into overtime." Carver doesn't say whether his team won or lost. He just relishes the memory of the heroic moment when, together, he and his teammate tied up the score.

Employed by McDonald's in Elizabeth City, N.C., for eight years, Carver has been named Employee of the Month several times. "I love working there because I get to meet different people," he says. "It makes me feel good to help the customers and my coworkers." Carver's occupational ambition has allowed him to live independently and support himself financially. He is a graduate of Northeastern High School in Elizabeth City and enjoys spending time reading at the local library.

When Carver isn't working or reading, he focuses on year-round sports training and participates in various Special Olympics activities. "I can't explain what Special Olympics means to me. It's really fun seeing different people, traveling and participating," he says. He has served as a Special Olympics Global Messenger for several years and likes giving presentations to elementary school children. "I like the program because I get to tell other people what Special Olympics means to me and how they can join. It's wonderful."

Special Olympics
North Carolina
Training for Life

179

WHAT IS MENTAL RETARDATION?

TEACHER RESOURCE # 21

What Is Mental Retardation?

According to the most widely accepted definition by the American Association of Mental Retardation (AAMR), a person is considered to have mental retardation on the following criteria:
significant limitations exist in two or more adaptive skill areas,
and the condition is present from childhood (18 years or younger).

Adaptive Skill Areas

Adaptive skill areas are those daily living skills needed to work, live and play in the community.
The new definition includes 10 adaptive skill areas:

- COMMUNICATION
- HOME LIVING
- HEALTH & SAFETY
- COMMUNITY USE
- LEISURE
- SELF-CARE
- SOCIAL SKILLS
- SELF-DIRECTION
- FUNCTIONAL ACADEMICS
- WORK

* Taken from Special Olympics *Principles of Coaching*, Course Coach Worksheet

LIST OF 19 SPORTS

TEACHER RESOURCE # 22

Aquatics (swimming)
Athletics (track and field)
Basketball
Badminton
Bocce
Bowling
Cycling
Equestrian
Football (soccer)
Golf
Gymnastics
Powerlifting
Roller Skating
Sailing
Softball
Table Tennis
Team Handball
Tennis
Volleyball

APPENDIX

1999
SPECIAL OLYMPICS
WORLD GAMES
NORTH CAROLINA

TABLE OF CONTENTS

Appendix Resources

Spectator Teams	page 227
Special Olympics North Carolina	pages 229-230
Language Guidelines	page 231
Unified Sports®	page 233
Additional Resources	page 235
SONC Local Program Contact Names	pages 237-241
SONC State Level Calendar of Events	page 243
There Is No Off-Season! Flyer	page 245

SPECTATOR TEAMS

Come and watch the dreams of 7,000
Special Olympics athletes come true…

JOIN THE '99 GAMES AS A SPECTATOR TEAM!

The purpose of Spectator Teams is to provide cheer

and support for Special Olympics athletes during Games Week competition.

Our goal is to fill the stands at every venue, every competition, every day.

Can you imagine training for competition for two years,

traveling from a far corner of the world and having no one in the stands to cheer you on?

What if your family could not travel with you to celebrate your hard work,

determination and commitment to competition?

We want to make sure that every Special Olympics athlete has the fan support

that he or she deserves! Come join us!!

For more information on Spectator Teams,
please call (919) 831-1999.

SPECIAL OLYMPICS NORTH CAROLINA

Special Olympics
North Carolina
Training for Life

Overview

Special Olympics North Carolina (SONC) is one of the largest volunteer-driven sports organizations in the state. The mission of Special Olympics is to provide children and adults who have mental retardation or closely related developmental disabilities the opportunity to train and compete in Olympic-type sports. Currently, SONC serves more than 25,000 athletes across the state.

Special Olympics is organized into eight areas. Each area is made up of several local programs and/or agencies that conduct local training and competition. All areas and local programs/agencies are accredited through the SONC office in Raleigh. In addition to supporting local programs, the SONC office provides invitational, regional and state-level competition as well as training for coaches and athletes.

Special Olympics North Carolina is a private, non-profit organization. SONC receives no direct funding from state or federal government agencies, the United Way or the Joseph P. Kennedy, Jr. Foundation, which provided initial funding for Special Olympics in the organization's formative years. SONC relies totally on individual, corporate and foundation contributions to accommodate programming needs.

Athlete Training and Sports

Special Olympics athletes train year round with sports competition as the focal point. SONC provides athletes with mental retardation the opportunity to improve their physical fitness while preparing them for competition in any of the 18 following sports: alpine skiing, aquatics, basketball, bocce, bowling, cycling, equestrian, golf, gymnastics, ice skating (figure and speed), powerlifting, roller-skating, soccer, softball, tennis, track & field and volleyball. SONC also offers a motor activities training program for athletes who have severe mental retardation, and a unified® sports program for highly skilled athletes.

Special Olympics athletes strive for excellence in their sports. The benefits of athletic training and sport competition are tremendous to all athletes. Through increased self-esteem, confidence and motivation, Special Olympics athletes become active participants in their schools, jobs and communities.

Eligibility

To participate in Special Olympics, a person must be at least 8 years old and identified by an agency or professional as having one of the following conditions: mental retardation, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that require or have required specially designed instruction.

Before an athlete can begin his/her Special Olympics sports training sessions, an application for participation must be completed by the athlete's parent/guardian and a medical professional.

To register as an athlete in Special Olympics in your community, call Peggy Smith at Special Olympics North Carolina at (919) 719-7662 or (800) 843-6276, ext. 108 (valid in North Carolina only).

SPECIAL OLYMPICS NORTH CAROLINA

History

The concept of Special Olympics began in the early 1960s when Eunice Kennedy Shriver started a day camp for people with mental retardation. From that experience, it was clear that these individuals were far more capable in sports and physical activities than many experts thought.

In 1968, Mrs. Shriver organized the first International Special Olympics Games at Soldier Field in Chicago, Ill. Six athletes from North Carolina competed in those Games and Special Olympics has been growing ever since! North Carolina held its first Games in 1970 in Burlington, N.C., with 400 athletes competing that year. Then in 1971, Special Olympics North Carolina, Inc., was chartered to administer the Special Olympics program in North Carolina.

Volunteer Opportunities with Special Olympics North Carolina

A variety of year-round volunteer opportunities with Special Olympics exists. In each community, a local program is organized whereby volunteers serve on local committees. These committees recruit volunteers to serve as coaches, chaperones for trips and fund raisers for the local program. Each committee receives volunteer training support from a local program coordinator. A local program coordinator is assigned to each county in the state.

Volunteers interested in coaching receive training through a coaches education system designed specifically for each sport offered by Special Olympics. The training includes an orientation on the organization, an overview on working with Special Olympics athletes and a sport-specific training session. Many people ask if coaches need to be "experts" in their sport to work with Special Olympics athletes. The answer is no. The Special Olympics coaches education system provides all the training necessary to volunteer in any sport.

To get involved as a Special Olympics volunteer in your community, call Evie Simon at Special Olympics North Carolina at (919) 719-7662 or (800) 843-6276, ext. 116 (valid in North Carolina only).

Visit our web site at www.ncso.org

30 YEARS OF HEROES
Special Olympics

186

LANGUAGE GUIDELINES

Language Guidelines

Words can open doors to enable people with disabilities to lead fuller, more independent lives. Words can also create barriers or stereotypes that are not only demeaning to persons with disabilities, but which also rob them of their individuality. The following language guidelines have been developed by experts in the field of mental retardation for use by anyone writing or speaking about people with mental retardation or closely related developmental disabilities, to ensure that all people are portrayed with individuality and dignity.

Use the following correct terminology:

A person **has mental retardation**, rather than is suffering from, afflicted with, or a victim of mental retardation. It is preferred terminology not to write or say that a person is "mentally retarded." The important point to remember when writing or speaking is to refer to the person first to avoid labeling them by their disability.

- **Down Syndrome** has replaced "Down's Syndrome" and Mongoloid.
- **Physically challenged** or disabled rather than crippled.
- Someone who is partially sighted is **visually impaired** rather than blind.
- A person is **hearing impaired** rather than deaf or deaf mute.
- A person has a **seizure** rather than a fit.
- A person has a **seizure disorder** or **epilepsy**, rather than is epileptic.
- Distinguish between adults and children with mental retardation, and older or younger athletes.
- Refer to people in Special Olympics as **athletes**. The word athletes should not appear in quotation marks.

When writing, refer to persons with a disability in the same style as people without a disability: full name on first reference and last name on subsequent references. Resist the temptation to refer to an individual with mental retardation as "Bill," rather than the journalistically correct "Bill Smith" or "Smith."

A person uses a wheelchair rather than is confined or restricted to a wheelchair.

Do not use the following terminology:

- Do not use the word "kids" when referring to Special Olympics athletes. Adult athletes are an integral part of the program.
- Do not use the adjective "unfortunate" when talking about persons with mental retardation. Disabling conditions do not have to be life defining in a negative way.
- Do not use the word "the" in front of Special Olympics unless describing a specific Special Olympics event.
- Do not sensationalize the accomplishments of people with a disability. While these accomplishments should be recognized and applauded, people in the disability rights movement have tried to make the public aware of the negative effect of referring to the achievements of physically or mentally challenged people with excessive hyperbole.
- Do not overuse the word "special" when referring to persons with mental retardation. Their accomplishments should not be trivialized by using cute words to describe their efforts.

UNIFIED SPORTS

Unified Sports®

Unified Sports® is a pioneer program that combines approximately equal numbers of athletes with and without mental retardation, of similar age and ability, on teams that compete against other Unified Sports® teams. Unifies Sports® is an important program because it expands sports opportunities for all athletes seeking new challenges and dramatically increases inclusion of persons with mental retardation in the community.

In 1989, after two years of field testing, the Unified Sports® program was launched throughout the United States. The Unified Sports® program is offered for all Special Olympics sports.

Unifies Sports® is a unique and influential program because it:

- Brings together athletes with and without mental retardation in a setting where all are challenged to improve.
- Provides a valuable sports opportunity to individuals with mental retardation who are not presently involved in Special Olympics – especially those with mild retardation and those in communities where there are not enough Special Olympics athletes to conduct team sports.
- Allows athletes to develop specific sports skills and prepares them for participation in other group sports.
- Increases public awareness of the spirit and skills of individuals with mental retardation.
- Builds self-esteem and sports ability in all athletes by ensuring that each one plays an important, meaningful and valued role on the team.
- Enables Special Olympics athletes' families to participate as team members or coaches.

How it Works:

A Special Olympics Unified Sports® program can be conducted in a variety of settings, including:
A program organized by a Special Olympics group.
A community or church sports program, such as an adult softball league or YMCA volleyball league.
An interscholastic or intramural after-school league at the junior high or high school level.
As part of the league system at a local bowling center.
An independent league sponsored by business or civic groups.
A program in cooperation with a local recreation and park association.

Athletes with mental retardation who participate in Unified Sports® may or may not be involved in the local Special Olympics programs. Athletes without mental retardation can be recruited from schools, corporations, civic groups or other community organizations. These athletes must be of comparable age and skill level with the athletes with mental retardation who participate.

Unified Sports® teams are coached by volunteers who may attend a Special Olympics Training School in the appropriate sport. Teams participate in Unified Sports® divisions at Special Olympics Area, State-level and World Games.

To find out more about forming a team, call Peggy Smith with Special Olympics North Carolina at (800) 843-6276, ext. 108 (valid in North Carolina only).

ADDITIONAL RESOURCES

Special Olympics
North Carolina
Training for Life

Be a role model...
Order your Special Olympics Sports Skills Guide, and you'll join thousands of volunteer coaches across the state working with Special Olympics athletes, sharing in their joy and victory. Sports Skills Guides include a program organization, coaching techniques, components for building an IEP and more.

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympics athletes the sports skills and competitive spirit that define the true athlete.

Coaches are role models in the building of character; they assist in the development of the whole person; they give Special Olympics athletes the most immediate awareness of their own worth, their ability, their courage, and their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. The foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

These Special Olympics Sports Skills Program Guides were developed and thoroughly tested by coaches, teachers and parents. They were written and illustrated so that coaches at every level of experience could improve their skills for working with Special Olympics athletes.

Followed carefully and consistently, the Sports Skills Program will raise the level of all Special Olympics coaching and give to Special Olympics athletes and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

To order your ***Special Olympics Sports Skills Program Guide***, call the North Carolina Department of Public Instruction Publication Sales Office toll free at 1-800-663-1250. The office is located in room B-75, 301 North Wilmington St., Raleigh, NC 27601-2825.

LOCAL PROGRAM CONTACT NAMES

Special Olympics North Carolina

Local Program Coordinators/Agency Representatives

Special Olympics Alamance County
Lamonte Stokes
(910) 570-6760

Special Olympics Alexander County
Jan Barriger
(828) 632-3072

Special Olympics Anson County
Sylvia Tillman
(704) 826-6196

Special Olympics Ashe/Alleghany Counties
Rick Price
(910) 246-3021

Special Olympics Avery County
Suzanne Wehner
(704)733-6006

Special Olympics Beaufort County Schools
Darwin Woolard
(919) 946-2411

Special Olympics Beaufort/Hyde Adults
Phyllis Hendrickson
(256) 946-1139

Special Olympics Bertie County
Mary Barnes
(919) 794-3743

Special Olympics Bladen County
Kathy Wilkes
(910) 872-0460

Special Olympics Brunswick County
Tracy Young
(910) 253-2677

Special Olympics Buncombe County
Deanna Stone
(828) 250-4260

Special Olympics Burke County
Joel Hastings
(704) 439-4331

Special Olympics Cabarrus County
Greg Morrill
(704) 788-9840

Special Olympics Caldwell County
Ann Greene
(704) 396-2341

Special Olympics Carteret County
Jennifer Dail
(252) 247-2738

Special Olympics Carteret County
Pamela Anthony
(252) 247-2738

Special Olympics Caswell Center (Kinston, N.C.)
Jim Monsees
(919) 559-5164

Special Olympics Caswell County
Joel Davis
(910) 694-4449

Special Olympics Catawba Valley
Cathy Stewart
(704) 464-9532

Special Olympics Chatham County
Kay Hains
(919) 966-5171

LOCAL PROGRAM CONTACT NAMES

Special Olympics North Carolina

Local Program Coordinators/Agency Representatives

Special Olympics Cherokee County Schools
Glenda Stiles
(828) 835-9352

Industrial Opportunities (Cherokee)
Billie Simmons
(828) 837-9066

Special Olympics Chowan County
Connie Peeler
(919) 221-4078

Special Olympics Clay County Schools
Karen Coker
(828) 389-8586

Special Olympics Cleveland County
Anita Friday
(704) 487-9941

Special Olympics Columbus County
Julie Michelle Strickland
(910) 640-6624

Special Olympics Craven County
Billy Wilkes
(919) 636-6606

Special Olympics Cumberland County
Kenny Bullock
(910) 433-1000

Special Olympics Currituck County
Kathryn Weiskircher
(252) 435-6521

Special Olympics Dare County
Katie Hyer
(919) 441-1111

Special Olympics Davidson County
Mary Ann Brown
(910) 242-2285

Special Olympics Davie County
Kathie Streit
(704) 634-2325

Special Olympics Duplin County
Gayle Joyner
(919) 658-0097

Special Olympics Durham County
Lisa Wilson
(919) 560-4355

Special Olympics Edgecombe County
Susan Morris
(919) 237-2441

Special Olympics Forsyth County
Charyl Clark
(910) 727-2425

Special Olympics Franklin County
Kathey Miller-Patton
(919) 496-1370

Special Olympics Gaston County
Kathie Anthony
(704) 864-9667

Special Olympics Gates County Community Center
Lulu Eure
(919) 357-0677

Special Olympics Graham County Schools
Kristy Jordan
(828) 479-3330

LOCAL PROGRAM CONTACT NAMES

Special Olympics North Carolina

Local Program Coordinators/Agency Representatives

Special Olympics Greene County
Susan Hamm
(252) 747-3697

Special Olympics Guilford/Greensboro
Dr. Alice Stone
(336) 299-2450

Special Olympics Guilford/High Point
Sherry Paul
(910) 883-3481

Special Olympics Halifax County Schools
Martha Brinson Cyrus
(919) 445-3378

Special Olympics Harnett County
Terri Patterson
(910) 258-9205

Special Olympics Haywood County
Betty F. Barnes
(704) 456-2400

Special Olympics Hertford County
Carolyn M . Farrow
(919) 332-2588

Special Olympics Hoke County
Shelley Daniels
(910) 875-8009

Special Olympics Iredell County
A'Lisa Tello
(704) 878-3429

Special Olympics Johnston County
Dale Bender
(919) 832-1444

Special Olympics Jones County
Mary Dwyer
(252) 638-8799

Special Olympics Lee County
Helen West
(919) 774-4634

Special Olympics Lenoir County
Sharome Brown
(919) 939-3344

Special Olympics Lincoln County
Lisa Frazier
(704) 732-0659

Special Olympics Macon County Schools
Julie Henning
(828) 524-2744

Special Olympics Madison County
Barry Moore
(828) 251-4500

Special Olympics Martin County
David Bowen
(252) 795-4775

Special Olympics Mecklenburg County
Noelle Glass
(704) 529-1699

Special Olympics Mitchell County
Sarah Hobart
(704) 688-2141

Special Olympics Moore County
Patti Cameron
(9100 692-6321

LOCAL PROGRAM CONTACT NAMES

Special Olympics North Carolina

Local Program Coordinators/Agency Representatives

Special Olympics Murdoch Center (Butner, N.C.)
Willie Moore
919-575-7903

Special Olympics Nash County
John Battle
919-972-1155

Special Olympics New Hanover County
Kathy Kittleson
910-341-7855

Special Olympics Northampton County
Sarah Watson
919-537-1910

Special Olympics Onslow County
Liz Pleier
910-451-4546

Special Olympics Orange County
Colleen Lanigan
919-968-2819

Special Olympics Pamlico County
Cynthia Snow
252-745-7585

Special Olympics Pasquotank County
Barrera McPherson
919-335-2932

Special Olympics Pender County
LeAnn Teague
910-270-2612

Special Olympics Perquimans County
Catherine Tillett
919-426-7355

Special Olympics Person County
Eric Ireland
910-597-7894

Special Olympics Pitt County
Dean Foy
919-830-4551

Special Olympics Polk County
Denise Corcoran
704-625-4530

Special Olympics Randolph County
Kim Rosario
336-861-5218

Special Olympics Richmond County
Janice Coen
910-997-9810

Special Olympics Robeson County
Betty Bridgers
910-671-6059

Special Olympics Rockingham County
Tamara Shelton
336-623-8378

Special Olympics Rowan County
Linda Broadway
704-636-0111

Special Olympics Rutherford County
Pam Parris
704-287-3455

Special Olympics Scotland County
Cory Baldwin
910-276-1313

LOCAL PROGRAM CONTACT NAMES

Special Olympics North Carolina

Local Program Coordinators/Agency Representatives

Special Olympics Stanly County
Mary Long
(704) 983-3911

Special Olympics Stokes County
Patsy Bridges
(910) 591-7204

Special Olympics Surry County
Ann Hollar
(910) 886-8842

Special Olympics Swain County Schools
Joann Claxton
(828) 488-3480

Special Olympics Swannanoa Valley
Barbara Pittman
(704) 669-3142

Special Olympics Transylvania County
Dick Ream
(828) 883-4363

Special Olympics Tyrrell County
Susan Smith
(919) 934-3636

Special Olympics Union County
William Williams
(704) 296-3130

Special Olympics Vance County
Gloria Branch
(919) 438-8336

Special Olympics Wake County
Susan Hardee
(919) 831-6835

Special Olympics Washington County
Reggie Wilkins
(919) 793-5077

Special Olympics Watauga County
Marilyn Sturgill
(704) 264-7700

Special Olympics Wayne County
Donna Tilghman
(919) 731-3626

Special Olympics Western Carolina Center
Sherri Barnwell
(828) 433-2644

Special Olympics Wilkes County
Susan S. Allen
(910) 670-2825

Special Olympics Wilson County
Andy Thompson
(919) 399-2266

Special Olympics Yadkin County
Alice Shore
(910) 367-7021

Special Olympics Yancey County
Debbie Boone
(704) 675-4321

If you do not see your local program contact listed or have trouble reaching a coordinator/agency representative, contact Marvin Vann with Special Olympics North Carolina at (800) 843-6276 ext. 112.

SPECIAL OLYMPICS NORTH CAROLINA

State Level Calendar of Events
1999

January

9 **Volunteer Management, Principles of Coaching, Games Management Training Schools**
RTP, Wyndham Garden Hotel
Registration Deadline 12/18

10 **Jan. 10-11 SONC Alpine Skiing Competition**
Boone, French Swiss

11 **Jan. 11-13 Community Ways Days**

15 **Martin Luther King Day**
SONC Office Closed

16 **Basketball Invitational**
Catawba Valley Community College Multi-Sport Center
Motor Activities Training School
Graham Recreation Center, Graham

22 **Jan. 22-23 Team USA Training**
Charlotte, NC

23 **Piedmont Triad Area Basketball League**
Asheboro

30 **Aquatics Invitational**
High Point, YMCA
Basketball Invitational
Selma, Selma Middle School
Gymnastics Invitational
Durham, YMCA

31 **Jan. 31-Feb. 2 SOSE Region Alpine Skiing Competition**
Boone, French Swiss

February

6 **Piedmont Triad Area Basketball League**
Winston-Salem, Miller Park

13 **Piedmont Triad Area Basketball Tournament**
Greensboro

26 **Feb. 26-28 SONC Basketball Tournament**
Durham (Sites TBA)

27 **Gymnastics Invitational**
Raleigh, North Raleigh Gymnastics

April

23 **April 23-24 Team USA Training Camp**
Raleigh

May

21 **May 21-23 SONC Summer Games (Aquatics, Athletics, Gymnastics, Powerlifting, Softball, Volleyball)**
Raleigh, (Sites TBA)

May 21-23 Team USA Training
Raleigh

June

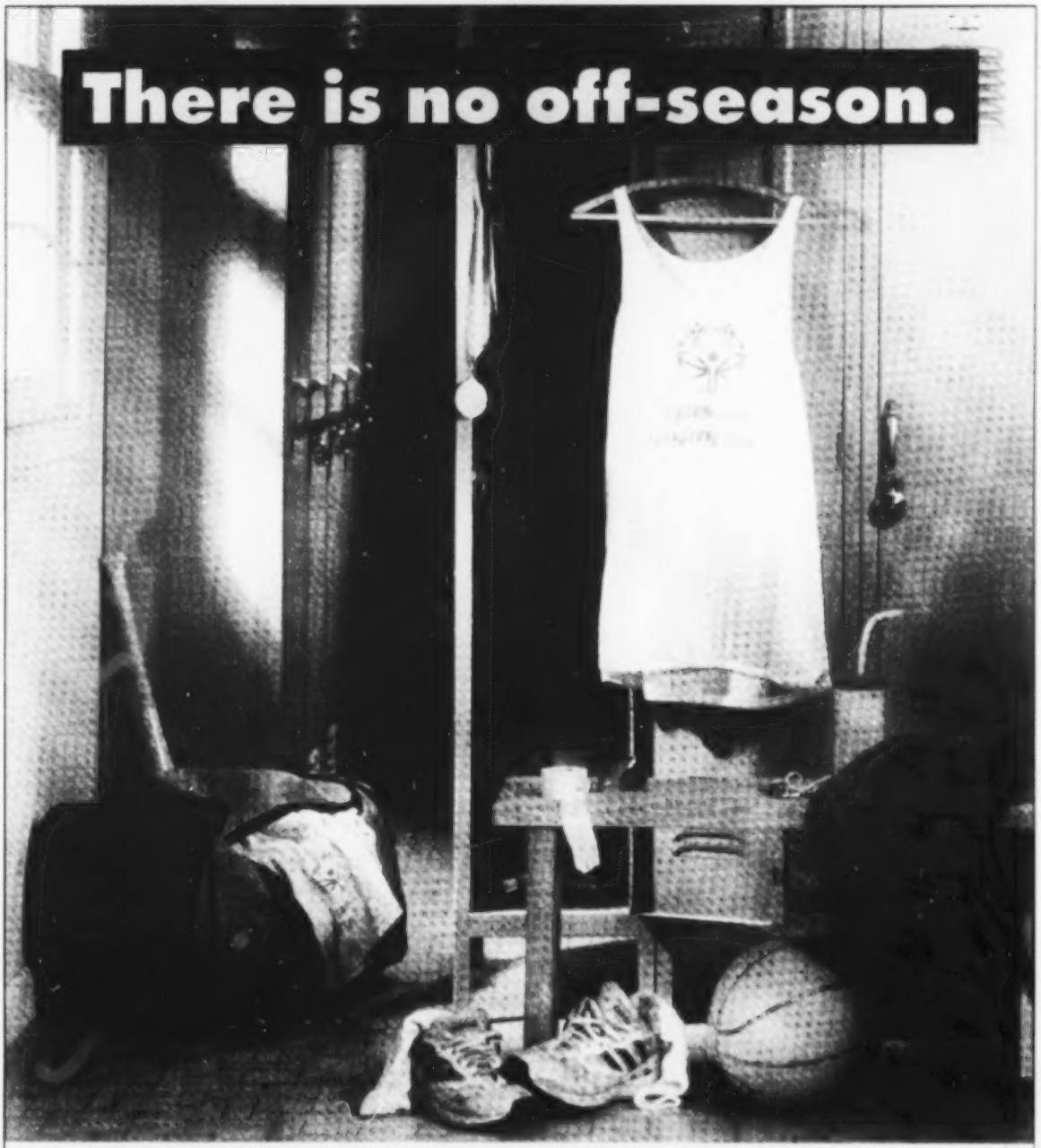
26 **June 26-July 4, 1999 Special Olympics World Summer Games**
Raleigh, Durham, Chapel Hill

August

6 **August 6-8 SONC Leadership Conference**
Research Triangle Park

October

29 **October 29-31 SONC Fall Games**
Charlotte



Special Olympics athletes, coaches and volunteers train year-round to be their best. We build sports skills, confidence, strength, motivation, self-esteem... not just for the athletes, but for everyone involved.

For more information about becoming involved with Special Olympics, call your local program today.

Special Olympics
Training for Life

BEST COPY AVAILABLE

Special Olympics School Enrichment Curriculum Resource Guide

Evaluation Form

Please make a copy and return the original form to the Guide.

I. Teacher Demographics

Grade Level(s) taught: K-2 ☐ 3-5 ☐ 6-8 ☐ 9-12 ☐ Other ☐

Classroom setting: General Education ☐ Special Education ☐ Inclusive ☐

Teaching environment: Public School ☐ Public Charter School ☐ Private School ☐
Home School ☐ Other ☐ (Describe) _____

II. Evaluation

Please read each of the following statements and, using the following response scale, check the box that most accurately reflects your response. Also provide comments to explain your response.

Strongly Agree = SA Agree = A Disagree = D Strongly Disagree = SD

	SA	A	D	SD
1. The ***School Enrichment Curriculum Resource Guide*** worked well for my students. Comments:	☐	☐	☐	☐
2. Resource guide activities and the instructional lessons are comprehensive/complete. Comments:	☐	☐	☐	☐
3. The contents of the ***School Enrichment Curriculum Resource Guide*** materials are accurate. Comments:	☐	☐	☐	☐
4. The information about mental retardation and Special Olympics is understandable and adequate. Comments:	☐	☐	☐	☐

	SA	A	D	SD
5. The ***School Enrichment Curriculum Resource Guide*** promotes positive attitudes about people with mental retardation. Comments:	☐	☐	☐	☐
6. I was able to successfully use the instructional activities with my students. Comments:	☐	☐	☐	☐
7. Most of my students demonstrated that they had a better understanding of mental retardation and the role that Special Olympics plays in the lives of persons with mental retardation. Comments:	☐	☐	☐	☐
8. The ***School Enrichment Curriculum Resource Guide*** materials are packaged to facilitate their use by teachers. Comments:	☐	☐	☐	☐
9. I would recommend the use of the ***School Enrichment Curriculum Resource Guide*** to other teachers in the future. Comments:	☐	☐	☐	☐

10. Do you have a human interest story you would like to share with other educators about your use of the ***School Enrichment Curriculum Resource Guide***? If so, please feel free to attach additional pages and tell us how we may contact you.

11. Please provide any additional comments that will assist us in further improving the content of future Special Olympics School Enrichment programs.

Please mail or fax by June 30, 1999 to:

1999 Special Olympics World Summer Games
Attention: School Enrichment Program
4000West Chase Boulevard
Suite 325
Raleigh, NC 27607
Fax: 919/835-4319